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ABSTRACT

Intended as an aid to college students in reading, this reference guide is composed of eight major topics for the study of reading instruction: overview of the reading process, prerequisites for success in reading, development of reading power and efficiency, reading in the content fields, grouping for instruction, teaching methodology and materials, appraisal of reading development, and readers with special needs. An additional category is provided for those research summaries and bibliographies which apply to reading instruction in general. Each major topic is subdivided into its component elements with further division when necessary for understanding. The reference entries for each subtopic are catalogued according to the type of literature available--reviews and summaries of research and bibliographies, research studies, and theoretical discussions. A bibliographic author index is also included in the document. (Author/TO)

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INTRODUCTION TO READING: A STUDY GUIDE

Mabel Y. Laughter
Univ. of Southwestern Louisiana
Lafayette, Louisiana

1972

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TO THE STUDENT

Introduction to Reading: A Study Guide is intended as a reference tool to aid you in your study of reading instruction. The major topics which are necessary for an understanding of reading instruction are given. Each major topic is subdivided into its component elements to facilitate your understanding. In addition the various types of literature available for each subtopic are separated. Listed first are the reviews of research, summaries of research, and bibliographies. Listed second are the research studies on the subtopic and last are the theoretical discussions. If a particular type of literature, for example reviews of research, was not available, that category will not appear in the Reference Index under the subtopic you are working on. Each reference entry has been annotated to provide a guide to the contents of the article. The Author Index provides a brief biography for each author. It is intended for use in establishing the author's point of view and qualifications. The major sources of entries in the Reference Index were obtained from the volumes listed below:

Child Development

Education

Elementary English

Elementary School Journal

International Reading Association Conference
Proceedings and selected issues published
by the Association since 1969

Journal of Educational Psychology

Journal of Educational Research

Journal of Reading

Reading Research Quarterly

Review of Educational Research

Supplementary Educational Monographs

The Reading Teacher

The biographical information for the authors listed in
the Author Index was obtained from the authors' vitae or from
one of the following indexes:

Leaders in Education

National Register of Educational Researchers

Who's Who in American Education, published
at Hattiesburg, Mississippi and Nashville,
Tennessee

Who's Who in the East, U.S. of America and Canada

Who's Who in the Midwest

Who's Who in the South and Southwest with
Notables of Mexico

Who's Who in the West and Western Canada

Who's Who of American Women

HOW TO USE THE REFERENCE INDEX

The Reference Index is composed of eight major topics for the study of reading instruction: overview of the reading process, prerequisites for success in reading, development of reading power and efficiency, reading in the content fields, grouping for instruction, teaching methodology and materials, appraisal of reading development, and readers with special needs. An additional category is provided for those research summaries and bibliographies which apply to reading instruction in general. Each major topic is subdivided into its component elements with further division when necessary for understanding. The reference entries for each subtopic are catalogued according to the type literature available--reviews and summaries of research and bibliographies, research studies, and theoretical discussions. If a particular type of literature is not listed, none was available.

The Key to the Reference Index with page numbers begins on page v.

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REFERENCE INDEX

A. GENERAL SUMMARIES AND BIBLIOGRAPHIES

- A-1. Clymer, Theodore, and Helen M. Robinson. "Reading," Review of Educational Research, 31 (April, 1961), 130-144.

Analysis of research publications considered to be representative of the studies conducted between 1957 and 1960 in reading; studies are grouped under the following headings: general bibliographies and reviews, grouping practices, methods, materials, comprehension, factors related to reading, visual problems and reading, and remedial reading; two separate bibliographies are included.

- A-2. Early, Margaret J. (ed.). "A Summary of Investigations Relating to the English Language Arts in Elementary Education--1961," Elementary English, 16 (April, 1962), 336-348, 366.

Summary of the research studies related to English Language Arts in elementary education published between December, 1960 and December, 1961; Areas of research--reading, written communication, and oral communication.

- A-3. Harris, Theodore L. "Summary of Investigations Relating to Reading: July 1, 1961 to June 30, 1962," The Journal of Educational Research, 56 (February, 1963), 283-310.

A summary of 112 empirical research studies investigating the sociology, psychology, physiology, and teaching of reading published between July 1, 1961 and June 30, 1962.

- A-4. _____. "Summary of Investigations Relating to Reading July 1, 1962 to June 30, 1963," The Journal of Educational Research, 57 (February, 1964), 283-327.

Summary of 188 research studies relating to the sociology and psychology of reading, the teaching of reading, reading and the learning process, and the physiology of reading.

- A-5. Harris, Theodore L. "Summary of Investigations Relating to Reading July 1, 1963 to June 30, 1964," The Journal of Educational Research, 58 (February, 1965), 242-281.

Summary of 139 empirical research studies relating to the sociology, psychology, physiology, and teaching of reading which were published between July 1, 1963 and June 30, 1964.

- A-6. Harris, Theodore L., Wayne Otto, and Thomas C. Barrett. "Summary and Review of Investigations Relating to Reading July 1, 1964 to June 30, 1965," The Journal of Educational Research, 59 (February, 1966), 243-268.

Summary and review of the research studies which made significant contributions to the sociology, psychology, and physiology of reading and to the teaching of reading; separate bibliographies are included for each of the major categories.

- A-7. _____. "Summary and Review of Investigations Relating to Reading July 1, 1965 to June 30, 1966," The Journal of Educational Research, 60 (March, 1967), 290-320.

Summary and review of selected research investigations in the sociology, psychology, and physiology of reading and the teaching of reading which were published between the dates July 1, 1965 and June 20, 1966; separate bibliographies accompany each major topic.

- A-8. _____. "Summary and Review of Investigations Relating to Reading July 1, 1966 to June 30, 1967," The Journal of Educational Research, 61 (February, 1968), 243-264.

A summary and review of empirical research studies relating to the sociology, psychology, physiology, and the teaching of reading published between July 1, 1966 and June 30, 1967.

- A-9. _____. "Summary and Review of Investigations Relating to Reading, July 1, 1968 to June 30, 1969," The Journal of Educational Research, 63 (March, 1970), 290-308.

Summary and review of research relating to the sociology, psychology, physiology, and teaching of reading which were published between July 1, 1968 and June 30, 1969; separate bibliographies are included for each major section.

- A-10. Hill, Margaret K. "Reading in the Content Fields," Combining Research Results and Good Practice, ed. Mildred A. Dawson. International Reading Association Conference Proceedings, Vol. II, Part 2. Newark, Delaware: International Reading Association, 1967, 19-28.

Summary of research relating to the types of reading or specific skills needed for learning in the content fields.

- A-11. Karlin, Robert. "Research in Reading," Elementary English, 37 (March, 1960), 177-183.

Summary of research which provides data on the use of reading readiness tests, phonics, comics and television, reading in the content fields, individualized reading, and machines to increase rate of reading.

- A-12. Kerfoot, James F. "Reading in the Elementary School," Review of Educational Research, 37 (April, 1967), 120-133.

Review of the research published between July, 1963 and June, 1966 which is indicative of the trends of inquiry into the reading process; the studies are grouped under the following headings: bibliographies and reviews, methods, U.S. Office of Education First Grade Studies, early reading and readiness, factors in success and failures, in-service programs and evaluation, and interests and tastes.

- A-13. Michael, William B. "A Short Evaluation of the Research Reviewed in Language Arts and Fine Arts," Review of Educational Research, 34 (April, 1964), 249-256.

Evaluation of the research reviewed in the April 1964 issue of Review of Educational Research which dealt with the language arts and the fine arts.

- A-14. Newman, Harold. "Master's Theses in Reading that Make a Difference," Journal of the Reading Specialist, 9 (October, 1969), 23-31, 37.

Excerpts from Master's theses in reading done at Jersey City State College. Because of their fresh point of view and possible value in introducing new approaches to reading instruction these theses were published.

- A-15. Otto, Wayne, Thomas C. Burrett, Richard J. Smith, Kenneth L. Dulin, and Dale D. Johnson. "Summary and Review of Investigations Relating to Reading July 1, 1969 to June 30, 1970," The Journal of Educational Research, 64 (February, 1971), 242-268.

Summary and review of investigations relating to

the sociology, psychology, physiology, and the teaching of reading; separate bibliographies are provided for each major category.

- A-16. Petty, Walter T. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1962," Elementary English, 40 (February, 1963), 150-164, 201.

Summaries of research relating to the English language arts in the elementary school; areas covered-- Studies in Reading, Studies in Written Communication, and Studies in Oral Communication.

- A-17. Petty, Walter T., and Paul C. Burns. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1965," Elementary English, 43 (March, 1966), 252-277.

Summary of 99 research studies relating to the English language arts which were reported during 1965.

- A-18. _____. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1966 Part I," Elementary English, 44 (April, 1967), 392-401, 430.

Part I of a summary of the research in the English Language Arts reported in journals; entries are classified according to the following categories: Research Summaries and Listings, Language, Oral Communication, and Written Communication.

- A-19. _____. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1966 Part II," Elementary English, 44 (May, 1967), 492-517.

Part II of a summary of the research in the English Language Arts reported in journals; entries include all studies in reading.

- A-20. Robinson, Helen M. "Summary of Investigations Relating to Reading July 1, 1959 to June 30, 1960," Journal of Educational Research, 54 (February, 1961), 203-220.

Summary of 101 research studies in reading.

- A-21. _____. "Summary of Investigations Relating to Reading July 1, 1960, to June 30, 1961," The Reading Teacher, 15 (January, 1962), 293-321.

An overview of the research done from July 1, 1960 to June 30, 1961; groupings of the research studies were Summaries Relating to Specific Aspects of Reading, The Sociology of Reading, The Physiology and Psychology of Reading, and The Teaching of Reading; an annotated bibliography of 144 studies is given.

- A-22. Robinson, Helen M. "Summary of Investigations Relating to Reading July 1, 1961 to June 30, 1962," Reading Teacher, 16 (January, 1963), 285-322.

Summaries and separate bibliography of 180 research studies from the following areas: Specific Aspects of Reading, The Sociology of Reading, The Physiology and Psychology of Reading, and the Teaching of Reading.

- A-23. _____. "Summary of Investigations Relating to Reading, July 1, 1962 to June 30, 1963, The Reading Teacher, 17 (February, 1964), 326-392.

Summaries of 185 research studies related to reading conducted from July 1, 1962 to June 30, 1963; summaries of Specific Aspects of Reading Research, Teacher Preparation and Practices, The Sociology of Reading, Physiology and Psychology of Reading, The Teaching of Reading and Reading of Atypical Learners; annotated bibliography of each plus bibliography of Unpublished Investigations Related to Reading.

- A-24. _____. "Summary of Investigations Relating to Reading, July 1, 1963 to June 30, 1964," The Reading Teacher, 18 (February, 1965), 331-428.

Annual summary of research in the field of reading comprised of 264 bibliographical entries described under the categories of Summaries of Specific Aspects of Reading Research, Teacher Preparations and Practices, The Sociology of Reading, Physiology and Psychology of Reading, The Teaching of Reading, Reading of Atypical Learners.

- A-25. Robinson, Helen M., Samuel Weintraub, and Helen K. Smith. "Summary of Investigations Relating to Reading July 1, 1964 to June 30, 1965," Reading Research Quarterly, 1 (Winter, 1965), 5-126.

Summary of the research related to reading during the year July 1, 1964 to June 30, 1965; the summaries are grouped under the following headings: Summaries of Specific Aspects of Reading Research, Teacher Preparations and Practices, The Sociology of Reading, Physiology and Psychology of Reading, The Teaching of Reading, and the Reading of Atypical Readers; an annotated bibliography for all studies is provided.

- A-26. _____. "Summary of Investigations Relating to Reading, July 1, 1965 to June 30, 1966," Reading Research Quarterly, 2 (Winter, 1966-1967), 7-141.

Summary and separate bibliography of 306 research studies in reading published during the period from

July 1, 1965 to June 30, 1966; studies are divided into six categories, summaries of specific topics, teacher preparation and practices, sociology of reading, psychology of reading, the teaching of reading, and the reading of atypical learners.

- A-27. Robinson, Helen M., Samuel Weintraub, and Helen K. Smith. "Summary of Investigations Relating to Reading July 1, 1966 to June 30, 1967," Reading Research Quarterly, 3 (Winter, 1968), 151-301.
Summary and separate bibliography of research related to reading and reported during the period from July 1, 1966 to June 30, 1967; the studies are grouped under the following categories: summaries of specific topics, practices and preparation of teachers, sociology of reading, physiology and psychology of reading, the teaching of reading, and the reading of atypical learners.
- A-28. Sheldon, William D., and Donald R. Lashinger. "A Summary of Research Studies Relating to Language Arts in Elementary Education Part I," Elementary English, 45 (October, 1968), 794-817.
Part one of a two part summary of research relating to the language arts published in journals between January, 1967 and December, 1967.
- A-29. _____. "A Summary of Research Studies Relating to Language Arts in Elementary Education, 1967 Part II," Elementary English, 45 (November, 1968), 906-926.
Part two of a two part summary of the research relating to the language arts published in journals between January, 1967 and December, 1967.
- A-30. _____. "A Summary of Research Studies Relating to Language Arts in Elementary Education 1968," Elementary English, 46 (November, 1969), 866-885.
Review of 76 research studies relating to the elementary language arts reported in journals from January, 1968 to December, 1968.
- A-31. _____. "A Summary of Research Studies Relating to Language Arts in Elementary Education: 1969," Elementary English, 47 (April, 1971), 243-274.
Summary of 111 studies investigating the language arts in elementary education; the research studies are grouped under the following headings: Research Summaries and Listings, Language, Written Communication, and Studies in Reading.

- A-32. Staiger, Ralph C. "Language Arts Research, 1960," Elementary English, 38 (March, 1961), 175-186.
Bibliography of the research conducted at the Master's, doctoral, and post-doctoral levels for the year 1960 and in the area of the language arts; the studies are classified into twenty-one related sub-groups.
- A-33. _____. "Language Arts Research 1962," Elementary English, 40 (April, 1963), 362-369, 378.
A bibliography of research completed or in progress in the language arts for the year 1961; 221 entries.
- A-34. _____. "Language Arts Research 1964 Part II," Elementary English, 42 (May, 1965), 513-526.
Continuation of an annotated bibliography of the language arts research during the year 1964; entries include Reading Secondary School, Reading Corrective, Writing, Grammar and Usage, Spelling, Handwriting, Speaking and Speech Correction, Listening, Teacher Education, Psychological Relationships, College English, Literature, Poetry, and Appreciation, Library, and Dramatics.
- A-35. _____. "Language Arts Research 1966," Elementary English, 44 (May, 1967), 617-638.
Listing of 381 research studies in the English Language Arts which are either complete or underway for the year 1966: Reading: Process, Elementary School, Secondary School, Corrective, Writing, Grammar and Usage, and Spelling.
- A-36. Summers, Edward G., and Billie Hubrig. "Doctoral Dissertation Research in Reading Reported for 1963," Journal of Reading, 9 (April, 1966), 295-321.
First of a two-part listing of an annotated bibliography of the doctoral dissertation research in reading for the year 1963 which was abstracted in Dissertation Abstracts.
- A-37. _____. "Doctoral Dissertation Research in Reading Reported for 1963," Journal of Reading, 9 (May, 1966), 386-401.
Completion of an annotated list of doctoral dissertation research in reading listed in the Dissertation Abstracts for the year 1963.
- A-38. Summers, Edward G., and James Laffey. "Doctoral Dissertation Research in Reading for 1964, Part 1," Journal of Reading, 10 (December, 1966), 169-184, 187.

Brief summary of the doctoral dissertation research in reading which was completed during 1964; accompanied by a separate bibliography.

- A-39. Summers, Edward G., and James Laffey. "Doctoral Dissertation Research in Reading for 1964, Part II," Journal of Reading, 10 (January, 1967), 243-257.

Part II of a summary with separate bibliography of the doctoral dissertation research in reading completed during 1964.

- A-40. _____. "Doctoral Dissertation Research in Reading for 1964, Part III," Journal of Reading, 10 (February, 1967), 305-327.

Part III of a summary and separate annotated bibliography of doctoral dissertation research in reading for the year 1964.

- A-41. _____. "Doctoral Dissertation Research in Reading for 1964, Part IV," Journal of Reading, 10 (March, 1967), 383-392.

Part IV of a summary and separate annotated bibliography of doctoral dissertation research in reading for the year 1964.

- A-42. Weintraub, Samuel. "The Reading Teacher and Reading Research, Part I," The Reading Teacher, 22 (January, 1969), 371, 381.

Discussion of the values and limitations of reading research with suggestions of criteria by which a teacher can evaluate a research study.

- A-43. _____. "The Reading Teacher and Reading Research, Part II," The Reading Teacher, 22 (February, 1969), 461-465.

List of criteria by which a teacher can judge the value of a particular research study with suggestions for increasing one's facility in reading research studies.

- A-44. Weintraub, Samuel, Helen M. Robinson, Helen K. Smith, and Gus P. Plessas. "Summary of Investigations Relating to Reading, July 1, 1969 to June 30, 1970," Reading Research Quarterly, 6 (Winter, 1971), 135-319.

Summary and separate bibliography of 341 research studies related to reading published for the period from July 1, 1969 to June 30, 1970; the studies are grouped into six major categories: summaries of

specific aspects of reading research, teacher preparation and practices, sociology of reading, physiology and psychology of reading, the teaching of reading and reading of atypical learners.

- A-45. Weintraub, Samuel, Helen M. Robinson, Helen K. Smith, and Gus P. Plessas. "Summary of Investigations Relating to Reading, July 1, 1970 to June 30, 1971," Reading Research Quarterly, 6 (Winter, 1971), 213-393.
Summary and separate bibliography of 307 research studies relating to reading reported during the period between July 1, 1970 and June 30, 1971; the studies are grouped under the following categories: Summaries, Teacher Preparation and Practice, Sociology of Reading, Physiology and Psychology of Reading, the Teaching of Reading, and the Reading of a Typical Learners.

B. OVERVIEW OF THE READING PROCESS

B-1. Nature of Reading

- B-1-1. Betts, Emmett A. "Reading Is Thinking," The Reading Teacher, 15 (December, 1961), 179-184.
Development of the idea that reading is not merely word calling but involves thinking as well.
- B-1-2. _____. "Reading: Self-propelled Learners," Education, 81 (May, 1961), 524-526.
Description of the reading process as it occurs during instructional periods--interaction between student and teacher.
- B-1-3. Chambers, Dewey W. ". . . Let Them Read," The Reading Teacher, 20 (December, 1966), 254-257.
Discussion of the true purpose of reading instruction and suggestions for its implementation in the classrooms.
- B-1-4. Cleland, Donald C., and William C. David. "Silent Speech--History and Current Status," The Reading Teacher, 16 (January, 1963), 224-228.
Discussion of silent speech (subvocalization) in a frame of reference created by research and attitudinal surveys.
- B-1-5. Dawson, Mildred A. "Prevention Before Remediation," Reading and Inquiry, ed. J. Allen Figurel, International Reading Association Conference Proceedings,

Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, 171-173.

Identification of three major factors in the reading instructional program which could help prevent reading difficulties before they become remedial cases.

- B-1-6. Duffy, Gerald G. "Developing the Reading Habit," The Reading Teacher, 21 (December, 1967), 253-256.
Examination of the major goal of reading instruction and the teacher's role in its development.
- B-1-7. De Hirsch, Katrina, L.C.S.T. "Psychological Correlates of the Reading Process," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 218-226.
Discussion of some of the structures and processes involved in the act of reading in light of Gestalt psychology; description of the application of some of the concepts to children who are learning to cope with printed words.
- B-1-8. Gaver, Mary Virginia. "What Research Says about the Teaching of Reading and the Library," The Reading Teacher, 17 (December, 1963), 184-191.
A survey of selected research studies which clarify the relationship of teaching of reading and library services.
- B-1-9. Goodman, Kenneth S. "Decoding--From Code to What?" Journal of Reading, 14 (April, 1971), 455-462.
Discussion of the decoding process as it operates in spoken language and in reading with note of the differences in its operation within these two mediums.
- B-1-10. Hildreth, Gertrude. "Reading Methods for the English Language," The Reading Teacher, 15 (November, 1961), 75-80.
An examination of the factors which create learning difficulties for the beginning reader or speller of the English language; the suitability of phonics as a method for teaching beginning reading is explored and note is made of efforts made as far back as Benjamin Franklin's time to correct the handicaps of English orthography; the skills actually used by the child in recognizing print are listed and suggestions for the most effective teaching in this area.

- B-1-11. Holmes, Jack A. "Basic Assumptions Underlying the Substrata-Factor Theory," Reading Research Quarterly, 1 (Fall, 1965), 5-28.
Explanation of the Substrata-Factor Theory through an examination of the statistical technique known as a substrata factor analysis, the basic assumptions underlying the substrata-factor theory, and the psychometric and neurological evidence underlying the assumptions.
- B-1-12. _____. "The Substrate-Factor Theory of Reading: Some Experimental Evidence," New Frontiers in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 115-121.
Presentation of a Substrata-Factor Theory in which the complex process of reading is explained; report of experimental research testing the hypotheses of this theory.
- B-1-13. Holmes, Jack A., and Harry Singer. "Theoretical Models and Trends Toward More Basic Research in Reading," Review of Educational Research, 34 (April, 1964), 127-155.
Review of those studies in reading which contribute to the formation of new models which represent the processes at work in the subsystems or causal chain of events that come to focus in the reading act and an analysis of studies aimed at explaining reading phenomena in smaller and smaller units.
- B-1-14. Jackson, Philip W. "The Solitary Reader," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 221-229.
Discussion of the characteristics of the reader and the process called reading and their educational implications.
- B-1-15. Jenkinson, Marion D. "Reading: An Eternal Dynamic," The Elementary School Journal, 71 (October, 1970), 1-10.
Report of the authors' impressions of the field of reading as portrayed in Innovation and Change in Reading Instruction edited by Helen M. Robinson; five notable characteristics are discussed, the teacher, the comprehension gap, lack of acceptable definitions, research and development, and reading models.

- B-1-16. Kingston, Albert J. "The Psychology of Reading," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part 1. Newark, Delaware: International Reading Association, 1968, pp. 425-432.
Discussion of the contributions which the science of psychology can make to the teaching of reading.
- B-1-17. Kress, Roy A. "Sociological Influences on Reading," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part 1. Newark, Delaware: International Reading Association, 1968, pp. 337-344.
Discussion of the impact which society has upon the learner and the reading process.
- B-1-18. Lee, Doris M. "What Is Reading?" The Reading Teacher, 22 (February, 1969), 403-407, 413.
Discussion of what reading is from two settings: (1) the mechanics of learning how to read, and (2) the personal involvement of bringing meaning to the printed page with examination of how one leads to the other.
- B-1-19. Plessas, Gus P. "A Critique of the Substrate-Factor Theory of Reading," The Elementary School Journal, 64 (January, 1964), 218-225.
An analysis of the weakness which tends to invalidate the Substrate-Factor Theory proposed by Jack A. Holmes for explaining the reading process.
- B-1-20. Pratt, Edward. "Reading as a Thinking Process," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 52-55.
Discussion of the thought processes involved when a primary-grade child tries to construct the meaning of a major section or for an entire story which he is reading.
- B-1-21. Reed, Estella E. "What Do We Look at When We Read?" Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13. Newark, Delaware: International Reading Association, 1969, pp. 71-76.
Discussion of the personal interaction between the reader and the printed page.

- B-1-22. Singer, Harry. "Substrata-Factor Theory of Reading: Research and Evaluation of Critiques," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 325-331.
Review of research which substantiates the formulation of a Substrata-Factor Theory of Reading with elaboration on the points of greatest criticism.
- B-1-23. Smith, Henry P. "Philosophical Aspects," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 333-336.
Identification of the concept of philosophy of reading and its components; discussion of one segment of this philosophy, the reading act's dependence upon meaning and society's role in the provision of that role.
- B-1-24. Staats, Arthur W., and Carolyn K. Staats. "A Comparison of the Development of Speech and Reading Behavior with Implications for Research," Child Development, 33 (December, 1962), 831-846.
Description of the principles by which speech responses in general, and speech responses to particular aspects of environmental stimuli, are developed into precise language behaviors; these were contrasted with the development of reading.
- B-1-25. Stauffer, Russell G. "Certain Convictions about Reading Instruction," Elementary English, 46 (January, 1969), 85-89.
Proposal of ten basic tenets of reading and reading instruction.
- B-1-26. _____. "Reading as a Cognitive Process," Elementary English, 44 (April, 1967), 342-348.
Description of reading as a cognitive or thinking process with examination of its operation and the factors which influence the outcome.
- B-1-27. Walcutt, Charles C. "Reading a Professional Definition," The Elementary School Journal, 67 (April, 1967), 363-365.
Proposal of a new definition of reading composed of three meanings coexisting simultaneously for the purpose of solidifying the theoretical base of thinking about the process of reading.

- B-1-28. Ziller, Robert C. "The Social Psychology of Reading," The Reading Teacher, 17 (May, 1964), 583-588, 593.
Description of reading as occurring in a social psychological setting.
- B-1-29. Zirbes, Laura. "The Developmental Approach in Reading," The Reading Teacher, 16 (March, 1963), 347-352.
An overview of the interrelated aspects of a child's growth which foster reading development.
- B-1-30. _____. "Spurs to Reading Competence," The Reading Teacher, 15 (September, 1961), 14-18.
Explanation of the concept of reading competence as more than acquiring techniques; reading used as a resource for finding out leads to increased power and use; boosters which help the child achieve reading competence are explored.
- B-2. Values Ensuing from Reading
- B-2-1. Arbuthnot, May Hill. "Developing Life Values Through Reading," Elementary English, 43 (January, 1966), 10-16.
A look at the special needs of children which books can help to satisfy.
- B-2-2. Barbe, Walter B. "Meeting the Needs of Exceptional Children," Education, 84 (April, 1964), 476-479.
Identification of the various individual children to whom the term "exceptional child" might apply with discussion of their needs and how these might be met through reading.
- B-2-3. Boetto, Laurel B. "Books Determine Attitudes and Actions," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 80-84.
Descriptions of instances taken from anecdotal records in which books were the contributing influence to change in attitudes and actions.
- B-2-4. Crosby, Muriel. "Primary Reading and Needs," Education, 84 (April, 1964), 462-465.
Discussion of the role reading can play in meeting the needs of primary children.

- B-2-5. Edwards, Beverly S. "The Therapeutic Value of Reading," Elementary English, 49 (February, 1972), 213-218.
Discussion of the relationship between a child's self-concept and his reading achievement with exploration of the value of reading in helping children solve their problems.
- B-2-6. Freeland, Alma. "Intermediate Grade Reading and Needs," Education, 84 (April, 1964), 466-471.
Discussion of the characteristics of middle grade readers and how books can help these students meet some of their basic needs.
- B-2-7. Hart, Hazel C. "Needed: More Literature Reading," Education, 84 (February, 1964), 339-341.
Enumeration of some of the contributions of literature to the intellectual, social, and emotional growth of children.
- B-2-8. _____. "Book Lovers Will Be Good Readers," Education, 81 (January, 1961), 259-261.
Discussion of reading and its impact upon the child.
- B-2-9. Homze, Alma Cross. "Reading and the Self-Concept," Elementary English, 39 (March, 1962), 210-215.
An exploration of the effects of reading upon a child's self-concept.
- B-2-10. Huus, Helen. "Reading and the Individual," Meeting Individual Needs in Reading, ed. Helen K. Smith. Newark, Delaware: International Reading Association, 1971, pp. 1-9.
Discussion of the interaction between the individual and his reading and the contributions which reading can make to his total development.
- B-2-11. Joseph, Sister Francis. "Guidance Through Books," Elementary English, 46 (February, 1969), 147-150.
Discussion of the social implications of reading.
- B-2-12. McKillop, Anne S. "The Influence of Personal Factors on the Reading Development of Children," New Frontiers in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 73-77.

A discussion of the impact which a child's personal feelings about himself and the materials involved have on his reading development.

- B-2-13. Schneyer, J. Wesley. "Effectf of Reading on Children's Attitudes," The Reading Teacher, 23 (October, 1969), 49-51, 57.

Discussion of the research which explores the effect reading has on children's attitudes and concepts.

- B-2-14. Theophemia, Sister Mary. "The Impact of Reading on the Personal Development of Children," New Frontiers in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 69-73.

Examination of the many facets of a child's personal development which are affected by his reading.

- B-2-15. Russell, David H. "Personal Values in Reading," The Reading Teacher, 15 (December, 1961), 172-178.

An article suggesting that teachers can help children find values in what they read.

- B-2-16. Townsend, Agatha. "Books as Therapy," The Reading Teacher, 17 (November, 1963), 121-122.

Recognition of the fact that reading affects the pupil in ways not limited to improving his adequacy in the use of a tool to learning, bibliography of literature written to create an awareness of these other effects.

- B-2-17. Witty, Paul A. "Bibliography on Developmental Needs," Education, 84 (April, 1964), 490-492.

Bibliography of fifty references pertaining to the developmental needs of students and how reading relates to specific needs of children.

- B-2-18. _____. "Meeting Developmental Needs Through Reading," Education, 84 (April, 1964), 451-458.

Discussion of the values of reading for meeting the developmental needs of children.

B-3. History of Reading Instruction

- B-3-1. Boehm, Charles H. "Reading Today for Living in the 1980's," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association

Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 20-26.

Examination of the potential of today's reading programs for producing a reading populace, able to cope with life as it probably will be in the 1980's with suggestions for the way reading instructional programs can meet the challenge.

- B-3-2. Burton, William H., and Joseph Ilika. "Some Arguments about Reading," Education, 84 (March, 1964), 387-392.

Discussion of certain topics relating to reading which are of current interest--clarification of terms with indication of present status.

- B-3-3. Dodds, William J. "Highlights from the History of Reading Instruction," The Reading Teacher, 21 (December, 1967), 274-280.

A brief history of reading instruction from its beginnings in Biblical times with a look at reading textbook development and methods of teaching from colonial days; examination of the child development movement and developments since World War II.

- B-3-4. Harris, Albert J. "Progressive Education and Reading Instruction," The Reading Teacher, 18 (November, 1964), 128-138.

Discussion of the views by Progressive Education leaders on how reading should be taught; identification of three developments beginning outside of the progressive movement which reinforced their views, and a look at reading instruction today for influence of Progressive thinking.

- B-3-5. Mackintosh, Helen K. "Language Arts Curriculum Fifty Year Highlights of the Elementary Program," Elementary English, 40 (January, 1963), 5-14.

Summarization of the highlights of the development of the language arts curriculum in the elementary school from 1910-1960.

- B-3-6. McSwain, E. T. "The Vital Role of Reading in This Complex Society," Recent Developments in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 95. Chicago: University of Chicago Press, 1965, pp. 1-8.

Paper proposing that America's future will depend upon how well educators train the students

between 1965-1975 for the crises of an atomic age; the quality of readers is seen as the decisive factor.

- B-3-7. Robinson, Helen M. "Future Reading Instruction," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13. Newark, Delaware: International Reading Association, 1969, pp. 33-41.

Discussion of prevalent practices in reading instruction during the 1960's with future needs cited.

- B-3-8. Russell, David H. "Reading Research That Makes a Difference," Elementary English, 38 (February, 1961), 74-78.

In response to the criticism that research has no influence on teachers, selects nine studies which had major impact upon the learning and teaching of reading and one which points the way toward future research.

- B-3-9. Smith, Nila B. "Reading--Seventy-Five Years of Progress," Reading--Seventy-Five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 3-12.

Discussion of the major contributions to the area of reading instruction during the years from 1891 to 1966.

- B-3-10. _____. "Something Old, Something New in Primary Reading," Elementary English, 37 (October, 1960), 368-374.

Discussion of the manner in which many of the fundamental ideas previously propounded are being developed as new approaches and new adaptations, and are seeing new applications; the basic ideas which are explored include varying rates of physical growth, sex differences, mass communication and reading, reading materials, individualized instruction, emphasis on the thinking process, and evaluation.

- B-3-11. _____. "What We Accomplished in Reading?" Elementary English, 38 (January, 1961), 141-150.

A summary of the major accomplishments in the study of reading from 1910 to 1960; summary is divided into decades 1910-1920, 1920-30, 30-40, 40-50, 50-60.

- B-3-12. Vilscek, Elaine C. "Reading at the Ends of Rainbows," Education, 84 (February, 1964), 329-333.

An overview of the status of reading instruction during the early 1960's indicating trends.

- B-3-13. Witty, Paul. "Reading Instruction, A Forward Look," Elementary English, 38 (March, 1961), 151-164.

A look at the criticism leveled toward the reading program during the decade of the 1950's; the relationship of phonics instruction, children's interests as determiners of reading instruction, instruction based on basal readers and individualized instruction are discussed and major conclusions drawn for application to the developmental reading program in the schools.

B-4. Reading in Relation to General Learning Theory

B-4a. Research Reviews, Summaries, Bibliographies

- B-4a-1. Ausubel, David P., and Donald Fitzgerald. "Meaningful Learning and Retention: Intrapersonal Cognitive Variables," Review of Educational Research, 31 (December, 1961), 500-510.

Summary review of the studies which explore cognitive structure variables and cognitive style; through the discussion the concepts of cognitive structure variables and cognitive styles are clearly developed.

- B-4a-2. Byers, Joe L. "Verbal and Concept Learning," Review of Educational Research, 37 (December, 1967), 494-513.

Review of the research literature published between June, 1964 and February, 1967 which studies two main sources of conditions which affect success in verbal and concept learning--the learner variables and the situation variables.

- B-4a-3. De Boer, Dorothy L. "Annotated Bibliography on Early Child Learning," Education, 89 (September-October, 1968), 40-42.

Annotated bibliography of publications dealing with early learning.

- B-4a-4. Di Vesta, Francis J. "Meaningful Learning: Motivational Personality, Interpersonal and Social Variables," Review of Educational Research, 31 (December, 1961), 511-521.

Summary review of selected research studying the motivational, personality, and social cultural variables affecting meaningful learning.

- B-4a-5. Freeberg, Norman E., and Donald T. Payne. "Parental Influence on Cognitive Development in Early Childhood: A Review," Child Development, 38 (March, 1967), 65-87.

Review and summary of the literature which deals with child-rearing practices that influence cognitive development.

- B-4a-6. Gallagher, James A. "Meaningful Learning and Retention: Intrapersonal Cognitive Variables," Review of Educational Research, 34 (December, 1964), 499-512.

Review of the major research studies which explored the differentiation of intellectual structure, the construct of creativity, efforts to measure cognitive style, and attempts to stimulate cognitive growth.

- B-4a-7. Kumar, V. K. "The Structure of Human Memory and Some Educational Implications," Review of Educational Research, 41 (December, 1971), 379-417.

Review of the studies which explore the structural aspects of human memory plus discussion of the educational implications for learning in view of the findings.

- B-4a-8. Lewis, Ann. "Concept Formation," Education, 90 (February-March, 1970), 270-273.

Discussion of studies which explore the relationships of verbal and nonverbal learning to concept formation and understanding.

- B-4a-9. Palardy, J. Michael. "Some Revised Learning Principles," Education, 91 (November-December, 1970), 157-159.

Identification of eight principles which represented thinking about learning in earlier times; discussion of four which have been eliminated by research and an examination of the remaining four for changes brought about by new research findings.

- B-4a-10. Weintraub, Samuel. "Teacher Expectation and Reading Performance," The Reading Teacher, 22 (March, 1969), 555-559.

Review of selected studies which explore the relation of teacher expectation and children's reading performance and their implications for classroom instruction.

- B-4a-11. Rohwer, William D., Jr. "Learning, Race, and School Success," Review of Educational Research, 41 (June, 1971), 191-210.

Theoretical discussion of the assumptions involved when the researcher speaks of the degree of school success varying with a number of student characteristics such as ethnicity, socioeconomic status, and IQ; review of the research assessing the degree to which intelligence tests index learning proficiency, and the relationship between race and the conceptual processes in learning; implications are drawn for the application of these results to the school's instructional program for these children.

- B-4a-12. Suchman, J. Richard, and Mary J. McCue Aschner. "Perceptual and Cognitive Development," Review of Educational Research, 31 (December, 1961), 451-462.

Summary review of studies which analyze development of the cognitive processes involved in perceiving, thinking, and learning.

B-4b. Research Studies

- B-4b-1. Allen, K. Eileen, and others. "Control of Hyperactivity by Social Reinforcement of Attending Behavior," Journal of Educational Psychology, 58 (August, 1967), 231-237.

Report of an intensive training project which sought to determine if the "attention span" of a preschool child could be increased through systematic programming of contingencies for adult social reinforcement.

- B-4b-2. Ausubel, David P., and Mohamed Youssef. "Role of Discriminability in Meaningful Parallel Learning," Journal of Educational Psychology, 54 (December, 1963), 331-336.

A study of the effect of background knowledge on initial parallel learning.

- B-4b-3. Braun, Jean S. "Relation Between Concept Formation Ability and Reading Achievement at Three Developmental Levels," Child Development, 34 (September, 1963), 675-682.

Report of research studying the relationship between the concept formation and reading achievement of boys in the third, fifth, and seventh

grades and to assess if there is a higher correlation between concept formation and reading achievement than between intelligence and reading achievement.

- B-4b-4. Budoff, Milton, and Donald Quinlan. "Reading Progress as Related to Efficiency of Visual and Aural Learning in the Primary Grades," Journal of Educational Psychology, 55 (October, 1964), 247-252.

Report of a study of the differences in the learning rate of average and retarded readers when the mode of perceptual input is controlled.

- B-4b-5. Buck, Mildred R., and Harvey R. Austrin. "Factors Related to School Achievement in an Economically Disadvantaged Group," Child Development, 42 (December, 1971), 1813-1826.

Report of research studying the achievement levels of economically disadvantaged children in their relation to the internal-external personality construct or social learning theory.

- B-4b-6. Davis, Frank R. "Substrata-Factors Theory: A Neurological Model," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 319-322.

Synthesis of the investigations of neuropsychologists in order to present a picture of the operation of the brain for the purpose of discovering brain processes that could determine the hierarchial organization conceived within Substrata Factor Theory.

- B-4b-7. Duncanson, James P. "Learning and Measured Abilities," Journal of Educational Psychology, 57 (August, 1966), 220-229.

A study of the relationship between learning and measured abilities and between measures of learning in one task with those in other tasks; identification of seven factors, four of which overlap both areas and three which are independent entities.

- B-4b-8. Elkind, David. "Conceptual Orientation Shifts in Children and Adolescents," Child Development, 37 (September, 1966), 493-498.

Report of an exploratory study of children's development of facility in shifting from one conceptual orientation to another in the course of solving

a given concept attainment task specifically explored was the facility with which children and adolescents move from a functional to a figurative (perceptual) orientation and from a positive to a negative similarity orientation.

- B-4b-9. Ervin, Susan M. "Transfer Effects of Learning a Verbal Generalization," Child Development, 31 (September, 1960), 537-554.
Report of research studying the effects of verbal training as a facilitator in transferring learned responses to other similar though different concepts of science.
- B-4b-10. Estes, Betsy, W. "Judgment of Size in Relation to Geometric Shape," Child Development, 32 (June, 1961), 277-286.
A study concerned with judgment of size as related to constancy and thus to learning and concept formation, subjects from kindergarten through college were observed in their judgment of shapes.
- B-4b-11. Eustace, Barbara W. "Learning a Complex Concept at Differing Hierarchical Levels," Journal of Educational Psychology, 60 (December, 1969), 449-452.
A study which was designed to determine if the amount of learning can be affected by the sequence of presentation of learning sets or conceptual levels.
- B-4b-12. Farnham-Diggory, Sylvia. "Symbol and Synthesis in Experimental Reading," Child Development, 38 (March, 1967), 221-231.
Report of a research study investigating the ability of normal and brain damaged children to synthesize the ideas gained while reading or to integrate higher order units; the results are discussed in relation to comprehension while reading.
- B-4b-13. Guthrie, John T. "Relationships of Teaching Method, Socioeconomic Status, and Intelligence in Concept Formation," Journal of Educational Psychology, 62 (August, 1971), 345-351.
An empirical research study investigating the relationships of the factors of teaching method, socioeconomic status, and intelligence in the facilitation of concept attainment.

- B-4b-14. Harlow, Harry F. "The Formation of Learning Sets," Psychological Review, 56 (January, 1949), 51-65.

Reports of experimental studies with sub-human subjects to isolate the development of learning sets, learning how to learn by transfer from problem to problem; parallel experiments with young human subjects confirmed the concept of learning-set development.

- B-4b-15. Hill, Suzanne. "The Performance of Young Children on Three Discrimination-Learning Tasks," Child Development, 36 (June, 1965), 425-435.

Children at 1, 4, 6, and 12 years of age were tested on the object-discrimination, oddity, and conditional-oddity problems in order to assess the age levels at which normal children begin to perform efficiently on these problems and to explore the nature of the performance of young children.

- B-4b-16. Johnson, Donald M., and Charlene A. O'Reilly. "Concept Attainment in Children; Classifying and Defining," Journal of Educational Psychology, 55 (April, 1964), 71-74.

A study of the effects of a student's being able to define a concept as well as classify it in the initial learning of a concept.

- B-4b-17. Kagan, Jerome, and Judith Lemkin. "Form, Color, and Size in Children's Conceptual Behavior," Child Development, 32 (March, 1961), 25-28.

A study of the preferred medium used by children either form, color, or size to classify conceptually similar groups of stimuli.

- B-4b-18. Kofsky, Ellin. "A Scalogram Study of Classificatory Development," Child Development, 37 (March, 1966), 191-204.

Report of a study which sought to determine whether there is a fixed order in which classificatory concepts are acquired; are there successive steps by which children learn to build upon simple equivalence groupings to attain the concept of class inclusion.

- B-4b-19. Lockard, Jean, and Joseph B. Sidowski. "Learning in Fourth and Sixth Graders as a Function of Sensory Mode of Stimulus Presentation and Overt or Covert Practice," Journal of Educational Psychology, 52 (October, 1961), 262-265.

Report of a research study designed to investigate

the influence of three modes of stimulus presentation, auditory visual, and auditory and visual and two modes of responding, overt and covert, upon learning in fourth and sixth grade children.

- B-4b-20. London, Perry, and James P. Robinson. "Imagination in Learning and Retention," Child Development, 39 (September, 1968), 801-815.

A study of the role which imagination plays in learning and retention with note of the facilitating effects of verbal labelling during the learning process.

- B-4b-21. Marshall, Hermine H. "Learning as a Function of Task Interest, Reinforcement, and Social Class Variables," Journal of Educational Psychology, 60 (April, 1969), 133-137.

A study of children's learning as a function of interest generated by the task, type of reinforcement given, and social class differences.

- B-4b-22. Milgram, Norman S., and Hans G. Furth. "Factors Affecting Conceptual Control in Normal and Retarded Children," Child Development, 38 (June, 1967), 531-543.

Report of a study comparing normal children at two age levels with retarded children at corresponding mental age levels on conceptual control under various task conditions.

- B-4b-23. Odom, Richard D., Curtis W. McIntyre, and Gail S. Neale. "The Influence of Cognitive Style on Perceptual Learning," Child Development, 42 (September, 1971), 883-891.

A study of the role which cognitive style (Impulsive or Reflective) plays in determining both original and transfer performance in a task requiring evaluation of perceptual information.

- B-4b-24. Olson, David R., and A. S. Pau. "Emotionally Loaded Words and the Acquisition of a Sight Vocabulary," Journal of Educational Psychology, 57 (June, 1966), 174-178.

A study of primary children's learning of emotionally loaded words as opposed to learning words classed in the low emotional category in order to study the relationship between motivation and cognition.

- B-4b-25. Parsley, Kenneth M., Jr., and others. "Are There Really Sex Differences in Achievement?" The Journal of Educational Research, 57 (December, 1963), 210-212.

A study of boys' and girls' achievement in grades two through eight for sex differences in their achievement levels in reading vocabulary, reading comprehension, arithmetic reasoning, and arithmetic fundamentals.

- B-4b-26. _____. "Further Investigation of Sex Differences in Achievement of Under, Average, and Over Achieving Students Within Five IQ Groups in Grades Four Through Eight," The Journal of Educational Psychology, 57 (January, 1964), 268-270.

Report of a study designed to investigate further the presence of sex differences in achievement as related to IQ in grades four through eight.

- B-4b-27. Rardin, Donald R., and Charles E. Moan. "Peer Interaction and Cognitive Development," Child Development, 42 (December, 1971), 1685-1699.

Report of research designed to assess the interrelatedness and interdependence of cognitive processes; the developmental stages of growth in socialization and growth in physical concept development (conservation and classification) were compared in grades kindergarten, one, two, and three.

- B-4b-28. Rosenbaum, Milton, E. "Effect of Direct and Vicarious Verbalization on Retention," Child Development, 33 (March, 1962), 103-110.

A study of the effects which direct and vicarious verbalization have on a subject's retention of relevant materials.

- B-4b-29. Russell, David H., and Ibrahim Q. Saadeh. "Qualitative Levels in Children's Vocabularies," Journal of Educational Psychology, 53 (August, 1962), 170-174.

Report of a research study exploring when and whether children perceive functional or abstract definitions as superior to concrete or particular definitions; study of whether there is a development sequence in acquiring concepts.

- B-4b-30. Scholnick, Ellin K. "Inference and Preference in Children's Conceptual Performance," Child Development, 41 (June, 1970), 449-460.
Report of an experiment which studied children's use of feedback in arriving at the solution of a concept identification task.
- B-4b-31. _____. "Use of Labels and Cues in Children's Concept Identification," Child Development, 42 (December, 1971), 1849-1858.
Report of research designed to determine whether different kinds of verbalization enhanced performance on concept identification tasks.
- B-4b-32. Scholnick, Ellin K., Sonia F. Osler, and Ruth Kalzenellenbogen. "Discrimination Learning and Concept Identification in Disadvantaged and Middle-Class Children," Child Development, 39 (March, 1968), 15-26.
Report of research studying the effects of social class membership and intelligence on discrimination and concept learning and to study transfer effects from the simpler to the more complex tasks.
- B-4b-33. Semler, Ira J. "Persistence and Learning in Young Children," Child Development, 38 (March, 1967), 127-135.
Report of a study which sought to assess the level and stability of persistence in children three, four, and five years of age, to determine if level of persistence increases with chronological age and to test the prediction that subjects who are high persisters will perform better than low persisters on a predetermined learning task.
- B-4b-34. Shaw, Ralph L., and Norman P. Uhl. "Control of Reinforcement and Academic Achievement," The Journal of Educational Research, 64 (January, 1971), 226-228.
Report of a study analyzing the effect of personality factors upon school achievement; academic achievement as measured by reading scores was studied in its relation to the locus of control of reinforcement internal or external.
- B-4b-35. Shore, Eugene, and Lee Sechrest. "Concept Attainment as a Function of Number of Positive Instances Presented," Journal of Educational Psychology, 52 (December, 1961), 303-307.

Report of two research studies designed to determine whether a superior performance on a concept attainment problem results from the repeated presentation of one or a few instances of the concept as opposed to single presentations of a larger number of instances.

- B-4b-36. Smock, Charles D. "Perceptual Rigidity and Closure Phenomenon as a Function of Manifest Anxiety in Children," Child Development, 29 (June, 1958), 237-247.

Report of research designed to explore the relationship between motivation and learning; specifically the relationship of a high degree of manifest anxiety (drive) to perceptual rigidity and increased speed of closure was examined.

- B-4b-37. Stevenson, Harold W., and Richard D. Odom. "Interrelationships in Children's Learning," Child Development, 36 (March, 1965), 7-19.

Report of an investigation of the interrelationship of the performance of children on five learning and problem solving tasks.

- B-4b-38. Sussman, Harvey M., and Karl U. Smith. "Sensory-Feedback Modes as Determinants of Learning and Memory," The Journal of Educational Research, 64 (October, 1970), 64-66.

Report of a study designed to determine the effects of various sensory feedback modes upon learning and memory.

- B-4b-39. Tagatz, Glenn E. "Effects of Strategy, Sex, and Age on Conceptual Behavior of Elementary School Children," Journal of Educational Psychology, 58 (April, 1967), 103-109.

A study of the effects which grade level (fifth or sixth), sex, instructed method of solution, and repeated measures have upon the efficiency of concept development.

- B-4b-40. Travers, Roberts M. W., and others. "Learning as a Consequence of the Learner's Task Involvement Under Different Conditions of Feedback," Journal of Educational Psychology, 55 (June, 1964), 167-173.

A study of middle grade children's efficiency of learning and retention under four learning conditions involving varying amounts of redundancy in the feedback provided for the subjects.

- B-4b-41. Van Wagenen, R. Keith, and Robert M. W. Travers. "Learning Under Conditions of Direct and Vicarious Reinforcement," Journal of Educational Psychology, 54 (December, 1963), 356-362.
A study of the learning which takes place under direct and vicarious reinforcement conditions.
- B-4b-42. Walters, Richard H., and Helen Doan. "Perceptual and Cognitive Functioning of Retarded Readers," Journal of Consulting Psychology, 26 (June, 1962), 355-361.
Report of a study comparing the performance of advanced, average, and retarded readers on a series of perceptual, perceptual motor, and cognitive tasks and to determine if reward appreciably increases performance for the various readers.
- B-4b-43. Walters, Richard H., and Irene Kosouski. "Symbolic Learning and Reading Retardation," Journal of Consulting Psychology, 27 (February, 1963), 75-82.
Report of research studying the performance of advanced, average, and retarded readers when mastering symbolic learning tasks and investigation of transfer effects from one sense modality to another, i.e., visual to auditory.
- B-4b-44. White, Kathleen M. "Conceptual Style and Conceptual Ability in Kindergarten Through the Eighth Grade," Child Development, 42 (October, 1971), 1652-1656.
Report of research designed to identify and differentiate stylistic and ability factors in classification task responses and to determine the relationships between these variables and age level and to find evidence of the validity of the style versus ability distinction of conceptual acquisition.
- B-4b-45. Wolff, Joseph L. "Effects of Verbalization and Pre-training on Concept Attainment by Children in Two Mediation Categories," Journal of Educational Psychology, 58 (February, 1967), 19-26.
A study of the effects of three variables, mediational ability, verbalization, and pre-training on the concept attainment of first graders.

B-4c. Theoretical Discussions

- B-4c-1. Ausubel, David P. "Cognitive Structure: Learning to Read," Education, 87 (May, 1967), 544-548.

An analysis of the cognitive processes in learning to read with discussion of the better method of teaching beginners to read--phonetic or wholistic (look-say).

- B-4c-2. Bryant, N. Dale. "Learning Disabilities in Reading," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 142-146.

Discussion of the nature and causes of learning disability to provide a framework within which a program of remediation can be planned.

- B-4c-3. Coulter, Myron L. "Concept Development and Reading Instruction," Education, 86 (April, 1966), 490-493.

Discussion of the roles which intelligence, experience, language development, motivation, and reading play in concept development.

- B-4c-4. Gargiulo, Raymond J. "Applying Learning Theory to the Reading Process," The Reading Teacher, 25 (October, 1971), 20-23.

Exploration of three principles of learning discrimination, reinforcement, and transfer and suggestions for their use in reading instruction.

- B-4c-5. Gould, Lawrence N. "Perception and the Cognitive Process," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, 499-503.

Discussion of the relationship between the processes of perception and cognition as seen in current thinking about these processes for the purpose of providing a framework of their common elements as a guide for education.

- B-4c-6. Holmes, Jack A. "The Substrata Factor Theory of Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 317-319.

Explanation of what is meant by the Substrata Factor Theory of the reading process.

- C-4c-7. Jenkinson, Marion D. "Cognitive Processes in Reading: Implications for Further Research and Classroom Practice," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13. Newark, Delaware: International Reading Association, 1969, 545-554.

Discussion of the problems inherent in the study of the cognitive processes in reading and an evaluation of research exploring this concept; implications are drawn for the development of the cognitive processes in reading within the classroom based on research findings.

- B-4c-8. Many, Wesley A. "Is There Really Any Difference-- Reading vs. Listening?" The Reading Teacher, 19 (November, 1965), 110-113.

Description of a study designed to assess the efficiency of sixth grade pupil's learning through listening activities as opposed to his learning through reading.

- B-4c-9. Plessas, Gus P. "Substrata-Factor Theory of Reading: Some Questions," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, 322-325.

Critical analysis of the underlying statistical procedures used in collecting the data upon which a Substrata-Factor Theory was developed.

- B-4c-10. Powell, William R. "Changing Times in Reading Instruction," Education, 86 (April, 1966), 451-453.

An examination of the change in thinking about concept formation and thinking, individual differences, motivation, and word perception.

- B-4c-11. Rappaport, Evalyn. "With Which to Teach," Elementary English, 48 (October, 1971), 652-666.

Discussion of present knowledge in the area of concept development with suggestions of guidelines to be followed by the classroom teacher.

- B-4c-12. Sherman, Mandel. "Environment and Learning," Education, 91 (April-May, 1971), 277-280.

Discussion of the major factors in the relationship between the nature of the environment and the rapidity and efficiency of learning.

- B-4c-13. Smith, Henry P. "The Psychology of Learning to Read," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. II, Part I. Newark, Delaware: International Reading Association, 1967, pp. 494-496.

Discussion of the principles involved in all learning and how these can be marshalled to help the child learn more effectively.

- B-4c-14. Stauffer, Russell G. "Concept Development and Reading," The Reading Teacher, 19 (November, 1965), 100-105.

An examination of the relationship existing between concept development and the process of reading.

- B-4c-15. Vinacke, W. Edgar. "Children's Thinking and the Principles of Relevance," Education, 86 (April, 1966), 484-489.

Discussion of the findings of research related to the characteristics of children's thinking, the stages and changes occurring in their thinking and motivation of their thinking with the proposition that principle of relevance induces more productive thinking.

- B-4c-16. Wepman, Joseph M. "The Perceptual Basis for Learning," Meeting Individual Differences in Reading, ed. H. Alan Robinson, Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 25-33.

Proposal of perceptual basis for learning with careful examination of the modality concept--the child's differential ability to learn by eye, or by ear, or even by touch, and the child's ability to transfer from one modality to another.

- B-4c-17. Witty, Paul A. "Studies of Early Learning--Their Nature and Significance," Education, 89 (September-October, 1968), 4-10.

Discussion of the values of early learning in light of the findings of studies exploring its importance.

B-5. Child Development

- B-5-1. Dinkmeyer, Don. "Child Development Research and the Elementary School Teacher," The Elementary School Journal, 67 (March, 1967), 310-316.

Review of the research in child development which investigated the climate of learning, the nature of the child, discouragement, intelligence, motivation for achievement, and their relationship to classroom- and curriculum-planning.

- B-5-2. Duggins, Lydia A. "Relating Reading Instruction to Children's Developmental Growth Patterns," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 25-27.

Discussion of the developmental patterns of speech as a total body function; description of the form which reading instructional activities might take if based upon children's developmental growth patterns.

- B-5-3. Gore, Lillian L. "Learning to See Themselves," Education, 81 (September, 1960), 7-10.

Discussion of the development of the child's self-concept and its controlling effect on the child's behavior with implications of the teacher's role in building a self-image that promotes growth and learning.

- B-5-4. Havighurst, Robert J. "Characteristics and Needs of Students That Affect Learning," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 7-16.

Discussion of the process of learning and the characteristics and needs of students that affect learning.

- B-5-5. Lyle, J. G. "Certain Antenatal, Perinatal, and Developmental Variables and Reading Retardation in Middle-Class Boys," Child Development, 41 (June, 1970), 481-491.

Report of research studying the ability of birth and developmental variables to predict freedom from perceptual distortion and formal learning difficulties such as reading retardation.

- B-5-6. Thornton, John T. "Phasing Reading Development: A Plea," Meeting Individual Needs in Reading, ed. Helen K. Smith. Newark, Delaware: International Reading Association, 1971, pp. 10-14.

The improvement of reading is seen as depending upon emphasis upon the individual reader, phasing reading instruction with the child's overall development.

B-6. Relationship of Reading to the Language Arts

B-6a. Research Summaries, Reviews, Bibliographies

- B-6a-1. Hollingsworth, Paul M. "Can Training in Listening Improve Reading," The Reading Teacher, 18 (November, 1964), 121-123, 127.

Examination of the findings of research studies exploring the basic relationship between listening and reading to determine if this relationship means that an improvement in one skill will make an improvement in the other.

- B-6a-2. Nemeth, Joseph. "Language Arts and Reading," The Reading Teacher, 21 (April, 1968), 679-681.

Annotated bibliography of summaries which explore the relationship between the language arts and reading.

- B-6a-3. Ruddell, Robert B. "Oral Language and the Development of Other Language Skills," Elementary English, 43 (May, 1966), 489-498, 517.

Discussion of the research exploring the relationship between the development of oral language skills of speech and listening and written language skills of reading and writing, their interrelatedness and the implications for teaching these.

- B-6a-4. Weiss, Debrah. "Listening Comprehension," The Reading Teacher, 20 (April, 1967), 639-647.

Discussion of the research exploring the relationship between listening and reading comprehension, determination of the listening factor and determination of conditions affecting listening comprehension and the improvement of listening comprehension.

B-6b. Research Studies

- B-6b-1. Cleland, Donald L., and Isabella H. Toussaint. "The Interrelationships of Reading, Listening, Arithmetic Computation and Intelligence," The Reading

Teacher, 15 (January, 1962), 228-231.

A study assessing measures of listening, arithmetic and intelligence for their predictive value for reading of intermediate grade students. The tests investigated were The Gates Reading Survey-Form 2, Durrell-Sullivan Reading Capacity Test, Sequential Test of Educational Progress, Listening 4A, American School Achievement, Form G, Part II Arithmetic Computation, SRR Primary Mental Abilities, and the Stanford-Binet Intelligence Scale.

- B-6b-2. Plessas, Gus P. "Reading Abilities of High and Low Auders," The Elementary School Journal, 63 (January, 1963), 223-226.

Report of a research study designed to assess the relationships between auding or "the gross process of listening to, recognizing, and interpreting spoken symbols" and reading; the differences of the specific reading skills possessed by high and low auders was examined.

- B-6b-3. Plessas, Gus P., and Dorothea M. Ladley. "Spelling Ability and Poor Reading," The Elementary School Journal, 63 (April, 1963), 404-408.

Report of a study examining the relationship between growth in reading and concomitant improvement in spelling and the relationship between improvement in word-discrimination skill and incidental growth in spelling.

- B-6b-4. Smith, Carl B. "First Grade Composition as It Relates to Two Methods of Beginning Reading in Inner-City Schools," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 14, Part I. Newark, Delaware: International Reading Association, 1969, pp. 737-743.

Report of a study designed to determine the relationship between reading instructional method and children's compositions in order to find a way to evaluate first grade composition.

- B-6b-5. Vilscek, Elaine C., Donald L. Cleland, and Loisanne Bilka. "Coordinating and Integrating Language Arts Instruction," The Reading Teacher, 21 (October, 1967), 3-16.

Report of the findings of an extended study which was designed to determine the effectiveness

of coordinating language arts instruction with basal readers in contrast to an integrated experience approach to communication on children's language development at the end of grade two.

- B-6b-6. Vilscek, Elaine, Lorraine Morgan, and Donald Cleland. "Coordinating and Integrating Language Arts Instruction in First Grade," The Reading Teacher, 20 (October, 1966), 31-37.

Description of the findings of a study conducted to examine the effects and outcomes of two instructional approaches, the coordinated basal language arts approach and the integrated experience approach to communication, on the language development of pupils in an urban setting.

B-6c. Theoretical Discussions

- B-6c-1. Betts, Emmett A. "The Place of Basic Reading Instruction," New Frontiers in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 144-149.

Discussion of the factors in basic reading instruction and its role in the total school curriculum.

- B-6c-2. Booth, Wayne C. "Interrelationships of Reading and Writing," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs. Vol. 93. Chicago: University of Chicago Press, 1963, pp. 113-122.

Discussion of the affective, cognitive and aesthetic contributions which writing can make to the process of reading.

- B-6c-3. Brown, James I. "Listening--The New Frontier in Reading," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs. Vol. 93. Chicago: University of Chicago Press, 1963, pp. 47-55.

Discussion of the relationship between reading and listening and its significance; examination of research attempts determining whether listening can be taught and exploration of how listening might be taught.

- B-6c-4. Burns, Paul C. "Teaching Listening in Elementary Schools," Elementary English, 38 (January, 1961), 11-14.

An examination of the importance of teaching listening skills in elementary schools with suggestions for direct and indirect instruction; its relation to reading is explored and note taken of their similarities.

- B-6c-5. Cleland, Donald L. "The Language Arts Program--A Constellation of Skills," Education, 84 (February 1964), 323-328.

Discussion of the significance of language in the teaching learning process and of the role which the language arts, reading, writing, listening and speaking plays in the development of thinking.

- B-6c-6. Crosby, Muriel. "Interrelationships of Reading and the Other Language Arts," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 93. Chicago: University of Chicago Press, 1963, pp. 23-30.

Discussion of the two major forces which mesh to determine the quality of a child's attainment in reading as well as the quality of his attainment in all the language skills, (1) the interrelationship between personality development and command of the English language in its totality and (2) the interrelationships among the four aspects of language, listening, speaking, reading, and writing.

- B-6c-7. Devine, Thomas G. "Reading and Listening: New Research Findings," Elementary English, 45 (March, 1968), 346-346.

Paper exploring the weaknesses of two widely held assumptions on the relationship between listening and reading in view of newer research findings.

- B-6c-8. Fitzgerald, James A. "An Integrating Basic Communication Vocabulary," Elementary English, 40 (March, 1963), 283-289.

Presentation of a core of basic vocabulary words commonly used in every language art--listening, speaking, reading, writing, spelling, and handwriting. Developed from the following lists: Madeline Horn's kindergarten list, Gates primary reading list, McKee-Fitzgerald vocabulary

of children's letters written principally outside of school, the Dolch basic sight vocabulary, Ernest Horn's vocabulary of adult writing, and Thorndike-Large comprehensive reading vocabulary.

- B-6c-9. Hatfield, W. Wilbur. "Humanizing the Language Arts," Elementary English, 42 (October, 1965), 673-678.
 Paper proposing that reading and the language arts have an essential subject matter or content-personal living-in addition to improving speech and teaching the basic skills of reading and writing; exploration of its implementation in the classroom.
- B-6c-10. Hollingsworth, Paul M. "Interrelating Listening and Reading," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13. Newark, Delaware: International Reading Association, 1969, pp. 63-67.
 Discussion of the interrelationship between listening and reading with consideration of the effects while instruction in listening has on reading; implications drawn for interrelating the two in the classroom.
- B-6c-11. Moore, Walter J. "Reading in the K-12 Language Arts Program," Elementary English, 41 (March, 1964), 207-210, 217.
 A discussion of the potential offered by an elementary school's program for the sequential and cumulative development of skills leading to effective readers.
- B-6c-12. Rexinger, Lena. "Pacing in the Patterns of Growth," Education, 81 (September, 1960), 15-18.
 Exploration of the proposition that children be released enough in the classroom instructional situation in order that they might see their own pace in learning with examination of the implications for education.
- B-6c-13. Robinson, Helen M. "Vocabulary: Speaking, Listening, Reading, and Writing," Reading and the Language Arts, ed. H. Alan Robinson. International Reading Association Conference Proceedings, Vol. 93. Chicago: University of Chicago Press, 1963, pp. 167-176.
 Identification of four major vocabularies--speaking, listening, reading, and writing; discussion of their growth, the interrelationships between them, and how they can be improved.

- B-6c-14. Rystrom, Richard. "Listening, Decoding, Comprehension, and Reading," The Reading Teacher, 24 (December, 1970), 261-266.
Proposal of a model of the communication process and of the learning processes involved in reading with discussion of their implication for teaching reading in the classroom.
- B-6c-15. Schiffman, Gilbert B. "Total Language Arts Commitment--Kindergarten Through Twelfth Grade," The Reading Teacher, 22 (November, 1968), 115-121.
Description of a plan which coordinates all efforts of various school personnel in a county toward an all-out effort to prevent reading problems rather than remediate them.
- B-6c-16. Smith, Nila B. "Language: A Prerequisite for Meaningful Reading," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 93. Chicago: University of Chicago Press, 1963, pp. 3-12.
Discussion of reading as being an outgrowth of language development; discussion of the relationship existing between reading and the other language arts speaking, listening, and writing.
- B-6c-17. Stauffer, Russell G. "Integrating the Language Arts," Elementary English, 47 (January, 1971), 22-26.
Discussion of the development of the communicative skills of reading, writing, and speaking within the context of an environment where language and action constantly interact.
- B-6c-18. Thompson, Richard A. "Developing Listening Skills to Improve Reading," Education, 91 (February-March, 1971), 261-265.
Discussion of the many relationships between listening and reading with suggestions for improving listening skills.
- B-6c-19. Van Allen, Roach. "The Write Way to Read," Elementary English, 44 (May, 1967), 480-485, 491.
Paper exploring the relationship between the children's own creative writing and their learning to read.
- B-6c-20. _____. "Communications in the Modern World," Elementary English, 41 (January, 1964), 25-29.
Examination of the bases for current educational thinking with the proposal of a framework in which one can organize his thinking about communications instruction.

C. PREREQUISITES FOR SUCCESS IN READING

C-1. Emotional Stability

C-1a. Research Reviews, Summaries, Bibliographies

- C-1a-1. Townsend, Agatha. "Emotionality and Reading," The Reading Teacher, 19 (March, 1965), 519-523.

Annotated bibliography of 18 research studies assessing the effects of emotionality and reading with a summary of evident trends in such research.

C-1b. Research Studies

- C-1b-1. Athey, Irene J., and Jack A. Holmes. "Personality and Reading Success: A THEN and NOW Study of Thirty Years Span," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 453-462.

Description of a four-phase study which sought to determine the link between specific personality factors and success in reading.

- C-1b-2. Baker, John W., and Annette Holzworth. "Social Histories of Successful and Unsuccessful Children," Child Development, 32 (March, 1961), 135-149.

Report of a study comparing the longitudinal social histories of successful and unsuccessful children who at the time of study were between the ages of 13 and 16; findings of the study were presented as far as possible in the chronological sequence of the children's development.

- C-1b-3. Becker, Wesley C., and others. "Relations of Factors Derived from Parent-Interview Ratings to Behavior Problems of Five-Year-Olds," Child Development, 33 (September, 1962), 509-535.

Report of research which analyzes the variables in parent behavior which may be critical in the development of the child.

- C-1b-4. Bronson, Wanda C. "Early Antecedents of Emotional Expression and Reactivity Control," Child Development, 37 (December, 1966), 793-810.

Report of research studying the relationships between the family milieu and the behavior of the very young child and the child's later behavior.

- C-lb-5. Dyk, Ruth B., and Herman A. Witkin. "Family Experiences Related to the Development of Differentiation in Children," Child Development, 36 (March, 1965), 21-55.

An examination of children's experiences in the family and the extent to which these affect the child's differentiation (an articulated way of experiencing the world) in several areas of psychological functioning.

- C-lb-6. Feldhusen, John F., and Herbert J. Klausmeir. "Anxiety, Intelligence, and Achievement in Children of Low, Average, and High Intelligence," Child Development, 33 (June, 1962), 403-409.

Report of a study designed to assess the relationship between anxiety as measured by a test and IQ and between anxiety and school achievement in children of low, average, and high IQ.

- C-lb-7. Jackson, Phillip W., and Nina Strattner. "Meaningful Learning and Retention: Noncognitive Variables," Review of Educational Research, 34 (December, 1964), 513-529.

Review of those research studies which explore the impact of psychological pathology, social deprivation, threatening learning climate in the classroom, and the possession of particular psychological strengths such as positive attitudes toward school, realistic achievement goals, and feelings of self-confidence upon meaningful learning and retention.

- C-lb-8. Landsman, Ted. "Factors Influencing Individual Mental Health," Review of Educational Research, 32 (December, 1962), 464-475.

Summary and review of research designed to isolate mental health factors; the studies are classified under the following categories: maternal patterns, schizophrenogenic mothers, role of the family, role of siblings and peers, effects of separation, mental health in childhood periods, soft mothers, biochemical factors, perceptual causation, and sensory deprivation.

- C-lb-9. Perkins, Hugh V. "Factors Influencing Change in Children's Self-Concepts," Child Development, 29 (June, 1958), 221-230.

Report of research which studied the effects of selected factors on changes in children's self-concepts.

- C-lb-10. Stith, Marjorie, and Ruth Connor. "Dependency and Helpfulness in Young Children," Child Development, 33 (March, 1962), 15-20.

Report of a study designed to explore and compare helpful and dependent behavior in young children in order to discover whether the frequency and proportion of helpful and dependent acts were independent of age and sex; further investigation was made to discover whether older children seek to satisfy dependence needs in a different fashion than do younger children.

- C-lb-11. Tolor, Alexander, and Susan Orange. "An Attempt to Measure Psychological Distance in Advantaged and Disadvantaged Children," Child Development, 40 (June, 1969), 405-420.

Comparative study of the differences in psychological distance evidenced between advantaged and disadvantaged children; psychological distance is regarded as reflecting perceptions of the individual's life role.

- C-lb-12. Wattenberg, William W., and Clare Clifford. "Relation of Self-Concepts to Beginning Achievement in Reading," Child Development, 35 (June, 1964), 461-467.

A study designed to determine if poor self-concepts caused reading disabilities or if poor reading success lowered the child's self-concept.

- C-lb-13. Wolman, Richard N., William C. Lewis, and Muriel King. "The Development of the Language of Emotions; Conditions of Emotional Arousal," Child Development, 42 (October, 1971), 1288-1293.

A study of the conditions under which children report that emotions are aroused.

C-lc. Theoretical Discussions

- C-lc-1. Baumrind, Diana. "Effects of Authoritative Parental Control on Child Behavior," Child Development, 37 (December, 1966), 887-907.

Discussion of the effects of parental control variables on child behavior based upon current theoretical models and research findings.

- C-lc-2. Robbins, Ruth. "The Identification and Diagnosis of Social and Emotional Problems That Affect Reading Instructions," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary

Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 196-200.

Discussion of the role which the student's emotional and social adjustment plays in the learning process, the symptoms which are indicators of maladjustment, and the diagnosis of the causes of such problems as the treatment of the disturbances.

- C-1c-3. Stevens, Deon O. "Reading Difficulty and Classroom Acceptance," The Reading Teacher, 25 (October, 1971), 52-55.

Description of a study designed to test the hypothesis that when a child suffers from failure in reading there will be a lowering of his self-esteem and that he will be held in lower esteem socially by his classmates.

C.2. Background of Experiences

C-2a. Research Reviews, Summaries, Bibliographies

- C-2a-1. Gray, Susan W., and James O. Miller. "Early Experience in Relation to Cognitive Development," Review of Educational Research, 37 (December, 1967), 475-493.

Review and discussion of three years of research which assesses the relationship between early experience and cognitive development; theoretical papers are explored as are the dimensions of early experience, short term and longitudinal experimental studies including those done with animals, human infants, and preschoolers are analyzed.

- C-2a-2. Hansen, Harlan S. "The Impact of the Home Literary Environment on Reading Attitude," Elementary English, 46 (January, 1969), 17-24.

Report of a study designed to measure the relationship between the home literary environment and a child's reading attitude and reading achievement.

C-2b. Research Studies

- C-2b-1. Hartup, Willard W. "Nurturance and Nurturance-Withdrawal in Relation to the Dependency Behavior of Preschool Children," Child Development, 29 (June, 1958), 191-201.

Report of a study exploring relationship between non-nurturance or withdrawal of nurturance and children's acquisition of responses which elicit adult approval--non-nuturance perhaps leads to the occurrence of dependency behavior in young children.

- C-2b-2. Keshian, Jerry G. "The Characteristics and Experiences of Children Who Learn to Read Successfully," Elementary English, 40 (October, 1963), 615-616, 652.
A replication of Helen M. Robinson's study of "Why Pupils Fail in Reading" to assess the opposite situation of "Why Children Succeed in Reading." Thirteen factors were catalogued.
- C-2b-3. McDonald, Dorothy P. "An Investigation of the Attitudes of Parents of Unsuccessful and Successful Readers," The Journal of Educational Research, 56 (April, 1963), 437-438.
Report of an investigation which sought to determine whether the attitudes toward child-rearing practices of the parents of unsuccessful readers differed significantly from the attitudes of parents of successful readers.
- C-2b-4. Medinnus, Gene R. "The Relationship Between Several Parent Measures and the Child's Early Adjustment to School," Journal of Educational Psychology, 52 (June, 1961), 153-156.
Report of a research study examining the relationship between various parental attitudes and behavior and the child's adjustment in first grade.
- C-2b-5. Miller, Wilma. "Certain Home Environmental Factors and Children's Reading Readiness," Language, Reading, and the Communication Process, ed Carl Braun. Newark, Delaware: International Reading Association, 1971, pp. 167-172.
Report of research exploring the relationship between certain home environmental factors and children's reading readiness in kindergarten; the factors investigated were maternal teaching style, maternal language style, children's daily schedules, and home prereading activities.
- C-2b-6. _____. "Home Prereading Experiences and First-Grade Reading Achievement," The Reading Teacher, 22 (April, 1969), 641-645.
A survey study of the prereading experiences

had by children in three socioeconomic levels in their homes to determine its correlation with reading readiness test scores and later first-grade reading achievement.

- C-2b-7. Plessas, Gus P., and Clifton R. Oakes. "Prereading Experiences of Selected Early Readers," The Reading Teacher, 17 (January, 1964), 241-245.

A study conducted to identify the nature of prereading activities that might be associated with early success in reading.

- C-2b-8. Silvaroli, Nicholas J. "Factors in Predicting Children's Success in First Grade Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 10, Part I, Newark, Delaware: International Reading Association, 1965, pp. 296-298.

Report of a study designed to determine if any combination of readiness factors including maternal need-achievement could be used prior to a formal program of reading instruction to predict probable success in reading; further study was made of the relation between maternal need-achievement and success in reading of first grade children.

C-2c. Theoretical Discussions

- C-2c-1. Grotberg, Edith H. "Role of the Parent in Fostering Early Learning," Education, 89 (September-October, 1968), 35-39.

Comparison of the experiential background of children from lower and middle class background with discussion of the importance of parents becoming aware of the role which they play in helping their children learn at home.

- C-2c-2. Monroe, Marion. "Necessary Preschool Experiences for Comprehending Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10. Newark, Delaware: International Reading Association, 1965, pp. 45-46.

Discussion of the preschool experiences which a child brings to the reading program.

C-3. Intellectual Capacity

- C-3-1. Bing, Elizabeth. "Effect of Childbearing Practices on Development of Differential Cognitive Abilities," Child Development, 34 (September, 1963), 631-648.
Report of a study designed to examine the differences in mothers' childbearing practices and in their behavior with their children in relation to differences in children's cognitive development.
- C-3-2. Crandall, Vaughn J., Walter Katkovsky, and Anne Preston. "Motivational and Ability Determinants of Young Children's Intellectual Achievement Behavior," Child Development, 33 (September, 1962), 643-661.
Report of a study of factors which are determinants of young children's (first, second, and third grades) achievement behaviors.
- C-3-3. Dandes, Herbert M., and Dorothea Dow. "Relation of Intelligence to Family Size and Density," Child Development, 40 (June, 1969), 641-645.
Report of an investigation of family size and density in relation to intelligence.
- C-3-4. Elkind, David, Rena Anagnostopoulou, and Susan Malone. "Determinants of Part-Whole Perception in Children," Child Development, 41 (June, 1970), 391-397.
Report of research exploring the role of cognitive structuring in the development of figurative perception in children.
- C-3-5. Elkind, David, Ronald R. Kogler, and Elsie Go. "Studies in Perceptual Development. II. Part-Whole Perception," Child Development, 35 (March, 1964), 81-90.
A study of children's (ages 4 to 9) ability to perceive both parts and wholes.
- C-3-6. Getzels, Jacob W., and Keith Elkins. "Perceptual and Cognitive Development," Review of Educational Research, 34 (December, 1964), 559-573.
Summary and review of the theoretical and empirical studies which explore the development of perception, cognition, and intelligence; discussion provided indicates the trends now apparent.
- C-3-7. Honzik, Marjorie P. "Environmental Correlates of Mental Growth: Prediction from the Family Setting at 21 Months," Child Development, 38 (June, 1967), 337-364.

Report of a research study designed to pinpoint specific aspects of the environment which correlate with individual differences in cognitive or mental development.

- C-3-8. Huttenlocher, Janellen. "Children's Intellectual Development," Review of Educational Research, 35 (April, 1965), 114-121.
Summary and review of two topics related to the development of children's intelligence, the child's acquisition of his native language and the development of his thinking processes between the age of four or five years and the beginning of adolescence.
- C-3-9. Kinnie, Ernest J., and Richard E. Sternlof. The Influence of Nonintellective Factors on the IQ Scores of Middle and Lower-Class Children," Child Development, 42 (December, 1971), 1989-1995.
Report of research designed to investigate the influence of examiner effects, familiarity with the language and materials used on a test, and the test situation itself upon the test scores of middle and lower class children on an individually given intelligence test.
- C-3-10. Levinson, Elizabeth J. "The Modification of Intelligence by Training in the Verbalization of Word Definitions and Simple Concepts," Child Development, 42 (October, 1971), 1361-1380.
Report of research designed to test whether intelligence is modifiable by training in the verbalization of simple class concepts and the statement of word definitions in terms of these concepts.
- C-3-11. Maccoby, Eleanor E., and others. "Activity Level and Intellectual Functioning in Normal Preschool Children," Child Development, 36 (September, 1965), 761-770.
An investigation of the relationship between a preschool child's ability to inhibit motor movement (distinguished from a more generalized low activity level) and his intellectual ability.
- C-3-12. Orpet, R. E., and C. E. Meyers. "Six Structure of Intellect Hypotheses in Six-Year-Old Children," Journal of Educational Psychology, 57 (December, 1966), 341-346.
A study which sought to determine if the hypothesized mental abilities already established as existing in adults existed in childhood also.

- C-3-13. Pearson, Carol. "Intelligence of Honolulu Preschool Children in Relation to Parent's Education," Child Development, 40 (June, 1969), 647-650.
Report of research designed to provide additional information on the magnitude of the relation between intelligence of the child and parental education.
- C-3-14. Pederson, Frank A., and Paul H. Wender. "Early Social Correlates of Cognitive Functioning in Six-Year-Old Boys," Child Development, 39 (March, 1968), 185-193.
Report of a longitudinal study designed to determine if passive, nonautonomous socially dependent behavior is associated with certain cognitive and perceptual abilities as early as 2 1/2 years of age and to determine if these persist until the age of 6 1/2 years.
- C-3-15. Radin, Norma. "Maternal Warmth, Achievement, Motivation, and Cognitive Functioning in Lower-Class Preschool Children," Child Development, 42 (October, 1971), 1560-1565.
Report of research designed to determine if maternal warmth was associated with intellectual growth of low-income preschool children.
- C-3-16. Schneyer, J. Wesley. "Underlying Mental Abilities and Reading," The Reading Teacher, 24 (October, 1970), 55-57.
Summary of research exploring basic mental processes whose underdevelopment could be causes of reading retardation.
- C-3-17. Thompson, Bertha B. "A Longitudinal Study of Auditory Discrimination," The Journal of Educational Research, 56 (March, 1963), 376-378.
Report of a longitudinal study investigating the relation of auditory discrimination and intelligence scores to success in primary reading.
- C-3-18. Travers, Robert M. W. "Perceptual Learning," Review of Educational Research, 37 (December, 1967), 599-617.
Review of the major theoretical and research studies of perception and perceptual learning which were published since December, 1964 for a three year period.

- C-3-19. Wiener, Gerald, Rowland V. Rider, and Wallace Oppel.
 "Some Correlates of IQ Changes in Children,"
Child Development, 34 (March, 1963), 61-67.
 A study which sought to determine whether changes
 in IQ were related to neurological status, socio-
 economic background, and emotional stability.
- C-3-20. Willerman, Lee, Sarah H. Broman, and Miriam Fieldler.
 "Infant Development, Preschool IQ, and Social
 Class," Child Development, 41 (March, 1970), 69-77.
 Report of research studying the relation of
 infant developmental status to later IQ as a function
 of social class.
- C-3-21. Wozencraft, Marian. "Sex Comparisons of Certain
 Abilities," The Journal of Educational Research,
 57 (September, 1963), 21-27.
 A study of the relationship of sex differences
 and levels of intelligence to paragraph meaning,
 word meaning, reading average, arithmetic reason-
 ing, arithmetic computation, and arithmetic
 average for boys and girls in grades three and six.
- C-3-22. Youniss, James, and Anne DeShazo Robertson. "Projec-
 tive Visual Imagery as a Function of Age and
 Deafness," Child Development, 41 (March, 1970),
 215-224.
 Report of an experimental study of visual imagery
 as a function of age and deafness.

C-4. Visual Perception

C-4a. Research Reviews, Summaries, Bibliographies

- C-4a-1. Barrett, Thomas C. "The Relationship Between Measures
 of Pre-Reading Visual Discrimination and First
 Grade Reading Achievement; A Review of the Litera-
 ture," Reading Research Quarterly, 1 (Fall, 1965),
 51-76.
 Review of selected research studies which
 explored the relationship between verbal visual
 discrimination and first grade reading achievement
 and also the relationship between non-verbal visual
 discrimination and first grade reading achievement;
 comparative studies of verbal, and non-verbal visual
 discrimination were analyzed.

- C-4a-2. Evans, James. "Auditory and Auditory-Visual Integration Skills as They Relate to Reading," The Reading Teacher, 22 (April, 1969), 625-629.
Discussion of earlier thinking and current research in the areas of auditory acuity, auditory discrimination, and auditory-visual integration and their relation to reading.
- C-4a-3. Nemeth, Joseph S. "Auditory and Visual Perception," The Reading Teacher, 24 (November, 1970), 175-177, 187.
Annotated bibliography of selected research projects designed to study the relation of auditory and visual perception and learning.
- C-4a-4. _____. "Perception," The Reading Teacher, 23 (February, 1970), 481-495.
Annotated bibliography of selected research studies exploring the benefits obtained from special perceptual-motor training in the elementary grades.
- C-4a-5. Rosen, Carl L. "Visual Deficiencies and Reading Disability," Journal of Reading, IX (October, 1965), 57-61.
Discussion of the role of visual sensory deficiencies in the causation of reading disability as seen after an accumulation of over thirty years of research; identification of four primary responsibilities of the school in this problem area.
- C-4a-6. Vernon, M. D. "Ten More Important Sources of Information on Visual Perception in Relation to Reading," The Reading Teacher, 20 (November, 1966), 134-135.
Annotated bibliography of ten references on visual perception in relation to reading.
- C-4b. Research Studies
- C-4b-1. Barrett, Thomas C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," The Reading Teacher, 18 (January, 1965), 276-282.
A study designed to determine the ability of nine reading readiness factors, seven requiring various degrees of visual discrimination, to predict first grade reading achievement.

- C-4b-2. Bonsall, Douglass, and Rhea L. Dornbush. "Visual Perception and Reading Ability," Journal of Educational Psychology, 60 (August, 1969), 294-299.
A study exploring the relationships between reading ability and the developmental stage of the child as a function of task difficulty, exposure duration, and meaningfulness of visually presented material.
- C-4b-3. Boos, Robert W. "Dominance and Control: Relation to Reading Achievement," The Journal of Educational Research, 63 (July-August, 1970), 466-470.
Report of a study investigating the possible distinction between the "controlling" eye in binocular vision and the "dominant" eye used in sighting; also investigated was the influence of crossed control, crossed dominance, and mixed dominance as these related to reading achievement at the third grade level and for changes in eye-hand dominance from second to eighth grades.
- C-4b-4. Budoff, Milton, and Donald Quinlan. "Auditory and Visual Learning in Primary Grade Children," Child Development, 35 (June, 1964), 583-586.
Controlled study of second grade children's efficiency in learning when the material to be learned was acquired through differing mediums--auditory and visual.
- C-4b-5. Covington, Martin V. "Stimulus Discrimination as a Function of Social-Class Membership," Child Development, 38 (June, 1967), 607-613.
Report of research designed to explore the results of familiarizing lower-status children with the test-item content of a well-known perceptual-discrimination test and their performance on this IQ test after training; the differences between the higher status subjects' performance and that of the trained lower-status children's performance were compared.
- C-4b-6. Dyer, Dorothy W., and E. Rae Harcum. "Visual Perception of Binary Patterns by Preschool Children and by School Children," Journal of Educational Psychology, 52 (June, 1961), 161-165.
Report of a research study investigating the development of perceptual organization for visual stimuli.

- C-4b-7. Elkind, David, and Lee Scott. "Studies in Perceptual Development: I. The Decentering of Perception," Child Development, 33 (September, 1962), 619-630.
Report of research exploring the perceptual development of children to determine if a sequential developmental pattern of attending to ambiguous pictures exists as children increase in age levels.
- C-4b-8. Elkind, David, and Jutta Weiss. "Studies in Perceptual Development: III. Perceptual Exploration," Child Development, 38 (June, 1967), 553-561.
Report of a research study designed to determine the manner in which children at different age levels explore pictorial arrays which vary in the extent to which they manifest Gestalt qualities, such as continuity and closure.
- C-4b-9. Fillmer, Henry T., and Ronald Linder. "Comparison of Auditory and Visual Modalities," Education, 91 (November-December, 1970), 110-113.
Report of a study seeking to determine whether there was one best type of sensory presentation that would help low socio-economic Negro boys perform sequential recall tasks required of them in reading; analysis of research comparing modalities of learning and implications for the classroom are drawn.
- C-4b-10. King, Ethel M. "Learning to Read Words: An Experiment in Visual Discrimination," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 337-340.
Report of an experiment comparing the effectiveness of visual discrimination training which is an integral part of reading with training less closely associated with reading but designed to increase visual discrimination.
- C-4b-11. Morgan, Barbara, and William Cooper. "Visual Perception," The Reading Teacher, 24 (May, 1971), 775-777, 785.
Review of research examining the essential nature and function of visual perception on the behavioral level.

- C-4b-12. Muehl, Sigmar, and Shirley Kremenak. "Ability to Match Information Within and Between Auditory and Visual Sense Modalities and Subsequent Reading Achievement," Journal of Educational Psychology, 57 (August, 1966), 230-239.

A study of beginning first graders' ability to match information within and between auditory and visual sense modalities and the relationship of this skill to actual achievement in reading.

- C-4b-13. Muehl, Sigmar. "The Effects of Visual Discrimination Pretraining with Word and Letter Stimuli on Learning to Read a Word List in Kindergarten Children," Journal of Educational Psychology, 52 (August, 1961), 215-221.

Report of a study designed to determine the stimuli relevant to visual discrimination among word forms for beginning readers.

- C-4b-14. Popp, Helen M. "Visual Discrimination of Alphabet Letters," The Reading Teacher, 17 (January, 1964), 221-226.

A study conducted to determine which pairs of alphabet letters are most often confused by prereading children and are most likely to cause difficulty in initial reading instruction.

- C-4b-15. Pufall, Peter B., and Hans G. Furth. "Recognition and Learning of Visual Sequences in Young Children," Child Development, 37 (December, 1966), 827-836.

Report of two studies which investigated recognition and learning of visual sequences in four- to six-year old children.

- C-4b-16. Reilly, David H. "Auditory-Visual Integration, Sex, and Reading Achievement," Journal of Educational Psychology, 62 (December, 1971), 482-486.

A study investigating auditory-visual integration skills as they relate to sex and reading achievement.

- C-4b-17. Robinson, Helen M. "Visual Efficiency and Reading Status in the Elementary School," Clinical Studies in Reading III, eds. Helen M. Robinson and Helen K. Smith. Supplementary Educational Monographs, Vol. 97. Chicago: University of Chicago Press, 1968, pp. 49-65.

Report of an investigation of the relationship between visual efficiency and the reading status of

elementary school pupils; the efficiency of commercial visual screening tests was evaluated and the findings were analyzed to detect any patterns of visual screening test performance obtained by poor readers.

- C-4b-18. Rudnick, Mark, Graham M. Sterritt, and Morton Flax. "Auditory and Visual Rhythm Perception and Reading Ability," Child Development, 38 (June, 1967), 581-587.
Report of research designed to explore further the relation between perceptual tests and reading achievement; the scores of both third and fourth graders are analyzed.
- C-4b-19. Scott, Ralph. "Perceptual Readiness as a Predictor of Success in Reading," The Reading Teacher, 22 (October, 1968), 36-39.
Description of a follow-up study conducted in second grade on a group of kindergarteners who had been tested by an experimental Seriation Test designed to determine if the degree to which a child possesses perception skills before reading has any relation to his second grade success in reading.
- C-4b-20. Taylor, Stanford. "The Relationship of the Oculo-Motor Efficiency of the Beginning Reader to Success in Learning to Read," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 358-361.
Interim report of a study investigating selected oculo-motor performances and achievements in reading by children as they progress over a four year period.
- C-4b-21. Waugh, Ruth, and Zana Watson. "Visual Perception and Reading," Education, 91 (November-December, 1970), 181-184.
Review of the research studies designed to compare the effectiveness of visual perception training on later reading achievement, of the ability of visual perception tests to predict reading success, and to determine if psychologists and test makers agree on an exact definition of visual perception.
- C-4b-22. Wheelock, Warren H., and Nicholas J. Silvaroli. "Visual Discrimination Training for Beginning Readers," The Reading Teacher, 21 (November, 1967), 115-120.

A study investigating the feasibility of providing training in visual discrimination for kindergarten pupils--will such training improve the visual discrimination ability of these pupils over those who have no such training.

C-4c. Theoretical Discussions

- C-4c-1. Anapolle, Louis. "Visual Training and Reading Performance," Journal of Reading, X (March, 1967), 372-382.

Discussion of the relationship between visual training and reading performance; visual training is defined, its history traced, reading as a visual act is explored, and objectives of visual training are discussed.

- C-4c-2. Betts, Emmett A. "Reading: Visual-Motor Skills," Education, 88 (April-May, 1968), 291-295.

Discussion of the findings of two studies which explore in depth the contributions of visual-motor skills to perceptual readiness for reading.

- C-4c-3. Bixel, Gordon. "Vision--Key to Learning or Not Learning," Education, 87 (November, 1966), 180-184.

Discussion of the importance of good vision in learning to read with further elaboration on reading as a potential cause of poor vision.

- C-4c-4. Deutsch, Cynthia P. "Physiological and Neurological Aspects of Reading Performance," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 366-368.

Discussion of the interaction of sensory and perceptual processes as they relate to the neural substrate and as they are influenced by the social experiences of the child who is learning to read.

- C-4c-5. Dvorine, Israel. "Visual Training," Education, 81 (March, 1961), 435-439.

Discussion of the present state of visual training in relation to its effectiveness for crossed eyes, visual discomfort, nearsightedness, and exploration of the relation of visual training and reading.

- C-4c-6. Fitz Gerald, Agnes D. "Perception Skills and Beginning Reading," Elementary English, 40 (April, 1963), 415-419, 427.

An examination of the development of the various factors involved in perception; attention is given to procedures which help a child mature in these various aspects.

- C-4c-7. Forrest, Elliott B. "Visual Abilities in the School," Education, 84 (November, 1963), 181-184.

Discussion of various visual abilities with which the child may experience difficulties in the school setting.

- C-4c-8. Grau, Albert F. "Efficient Visual Functioning and the Learning Process," Education, 84 (February, 1964), 362-367.

Discussion of the importance of adequate visual functioning for success in mastering the reading process.

- C-4c-9. Kephart, N. C. "Perceptual-Motor Aspects of Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 363-366.

Discussion of the perceptual aspects of reading within the larger context of the development of perception.

- C-4c-10. Krippner, Stanley. "Evaluating Pre-Readiness Approaches to Reading," Education, 87 (September, 1966), 12-20.

Discussion of the importance of pre-readiness factors with evaluation of these factors made by referring to the principles proposed in the work of Montessori, Delacato, Kephart, Getman, and Frostig.

- C-4c-11. Lakin, Donald H. "Visual Precursors to Learning," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 487-489.

Identification and discussion of four visual precursors to learning--tactual, tactual-visual, visual-tactual, and visual--whose development must occur in sequential stages before vision can become a learning process.

- C-4c-12. McAninch, Myrene. "Identification of Visual Perceptual Errors in Young Children," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 507-512.

Discussion of six factors in visual perception which cause difficulty in reading if not functioning adequately; identification and discussion of test instruments for measuring proficiency in these factors.

- C-4c-13. Miller, Wilma H. "Some Aspects of Visual Perception and Reading," Education, 90 (November-December, 1969), 115-117.

Discussion of the relation of visual perception to beginning reading success as seen in the findings of selected research studies; discussion of the development of visual perception ability.

- C-4c-14. Rosner, Jerome. "Perceptual Skills--A Concern of the Classroom Teacher?" The Reading Teacher, 24 (March, 1971), 543-549.

Discussion of perceptual development--visual and auditory--with suggested accommodations within the instructional program for those who exhibit difficulties in these areas.

- C-4c-15. Rutherford, William L. "Vision and Perception in the Reading Process," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 503-507.

Discussion of the roles played by vision and perception in the reading process in order to establish guidelines for teachers' thinking and reading in these areas.

- C-4c-16. Shaw, Jules Howard. "Vision and Seeing Skills of Pre-school Children," The Reading Teacher, 18 (October, 1964), 33-36.

Explanation of the process involved in normal sight, identification of several conditions which are not normal with descriptions of their symptoms, and discussion of the implications for teachers and parents.

- C-4c-17. Wolpert, Edward M. "Modality and Reading: A Perspective," The Reading Teacher, 24 (April, 1971), 640-643.

Discussion of the role of perception in the process of reading with examination of the inconsistencies in regard to terminology and its application in practice.

- C-4c-18. Zietz, Sister M. Bernetta, O.P. "Relation of Vision and Reading," Education, 81 (September, 1960), 45-47.

Identification of reading as a visual activity with discussion of the particular visually related difficulties which can cause reading difficulties.

C-5. Auditory Perception

C-5a. Research Reviews, Summaries, Bibliographies

- C-5a-1. Townsend, Agatha. "A Bibliography on Auding," The Reading Teacher, 17 (April, 1964), 549-551.

A bibliography of research centering around auditory abilities and the examination and analysis of listening habits, listening comprehension, and instruction in listening.

C-5b. Research Studies

- C-5b-1. Arnold, Richard D., and Anne H. Wist. "Auditory Discrimination Abilities of Disadvantaged Anglo- and Mexican-American Children," The Elementary School Journal, 70 (March, 1970), 295-299.

Report of a study designed to investigate whether auditory discrimination abilities varied among the various subgroups of the disadvantaged as it does between high and low economic status subjects.

- C-5b-2. Blank, Marion. "Cognitive Processes in Auditory Discrimination in Normal and Retarded Readers," Child Development, 39 (December, 1968), 1091-1101.

Report of three comparative studies designed to determine which factors of cognition are responsible for the differing abilities in auditory discrimination exhibited between normal and retarded readers.

- C-5b-3. Bruininks, Robert H., William C. Lucker, and Robert L. Gropper. "Psycholinguistic Abilities of Good and Poor Reading Disadvantaged First-Graders," The Elementary School Journal, 70 (April, 1970), 378-386.

Report of research designed to assess the differences existing between the psycholinguistic abilities of both good and poor readers from disadvantaged backgrounds.

- C-5b-4. Chall, Jeanne, Florence G. Rosevell, and Susan H. Blumenthal. "Auditory Blending Ability: A Factor in Success in Beginning Reading," The Reading Teacher, 17 (November, 1963), 113-118.

A study of the relationship between auditory blending ability, reading achievement and I.Q., longitudinal study of 40 children from Grade 1 to Grade 4.

- C-5b-5. Christine, Dorothy, and Charles Christine. "The Relationship of Auditory Discrimination to Articulatory Defects and Reading Retardation," The Elementary School Journal, 65 (November, 1964), 97-100.

Report of a study investigating the relationship between oral language and reading; specifically investigated was the hypothesis that faulty auditory discrimination is basic to the etiology of both poor articulation and reading retardation.

- C-5b-6. McNinch, George. "Auditory Perceptual Factors and Measured First-Grade Reading Achievement," Reading Research Quarterly, 6 (Summer, 1971), 472-492.

Report of a research study which explored the predictive relationships between a hierarchy of auditory perceptual skills and later reading achievement of first grade students.

- C-5b-7. Neville, Donald, and Barbara Bucke. "The Effect of Meaning on the Measurement of the Ability to Auditorially Discriminate Sounds Contained in Words," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 650-654.

Report of a study designed to assess whether familiarity with word meaning affects auditory discrimination and the extent this holds true for first and second grades in relation to sex, grade, and socioeconomic level.

- C-5b-8. Owrid, H. L. "Hearing Impairment and Verbal Attainments in Primary School Children," Educational Research, 12 (June, 1970), 209-214.
A study examining the levels of hearing and verbal attainments of a group of children ages 5 to 11 years. Discusses hearing impairment and its detection; investigates comprehension vocabulary; spoken or expressive vocabulary, expression in conventional structures of English and reading; discusses the tests which would measure these factors in children with hearing impairment; discusses each level of impairment and its bearing on the child's school learning.
- C-5b-9. Silvaroli, Nicholas J., and Warren H. Wheelock. "An Investigation of Auditory Discrimination Training for Beginning Readers," The Reading Teacher, 20 (December, 1966), 247-251.
Description of a study which employed an auditory training program for low socio-economic children to determine if such training would improve the children's ability to discriminate basic speech sounds and to determine if the use of known words or nonsense syllables makes a difference in such training.
- C-5b-10. Winter, Clotilda. "Listening and Learning," Elementary English, 43 (October, 1966), 569-572.
Description of a study designed to determine the degree of relationship between skill in listening and intelligence, and listening and general school achievement of fourth, fifth, and sixth grade pupils.
- C-5c. Theoretical Discussions
- C-5c-1. Caffrey, John. "Auding," Review of Educational Research, 25 (April, 1955), 121-138.
First major discussion of the auding process-- what it is, its relation to other abilities, the setting in which it occurs, research and courses in auding and their results.
- C-5c-2. Durrell, Donald D., and Helen A. Murphy. "The Auditory Discrimination Factor in Reading Readiness and Reading Disability," Education, 73 (May, 1953), 556-560.
Discussion of auditory discrimination as a factor indicative of readiness for beginning reading and proficiency in this factor lacking in disabled readers.

- C-5c-3. Macginitie, Walter H. "Auditory Perception in Reading," Education, 87 (May, 1967), 532-538.

Discussion of research studies which sought to determine the relationship between auditory perception skills and success in reading; presents argument for a more systematic evaluation and attention to these skills in beginning reading.

- C-5c-4. Seymour, Dorothy. "What Do You Mean, 'Auditory Perception'?" The Elementary School Journal, 70 (January, 1970), 175-179.

Presentation of a more concise vocabulary which explains what beginning reading teachers do when they provide instruction in auditory perception in order to counter the criticism of linguists who ask, "What do you mean, auditory perception?"

- C-5c-5. Wepman, Joseph M. "Auditory Discrimination, Speech, and Reading," The Elementary School Journal, 60 (March, 1960), 325-333.

Discussion of the development of audition and the relationship between auditory discrimination and speech development; discussion of children's reading problems in the first two grades and their relationship to the underdevelopment of speech and auditory discrimination; interim report of research on the relationship of auditory discrimination and reading problems.

C-6. Social and Physical Maturity

C-6a. Research Reviews, Summaries, Bibliographies

- C-6a-1. Dubin, Robert, and Elisabeth R. Dubin. "Children's Social Perceptions: A Review of Research," Child Development, 36 (September, 1965), 809-838.

Summary of generalizations which can be made regarding socialization taken from the data from 56 studies dealing with children's social perceptions; the generalizations are organized into four categories--self, parental roles, parental behavior, and non-parental authority figures.

- C-6a-2. Hartup, Willard. W. "Social Behavior of Children," Review of Educational Research, 35 (April, 1965), 122-129.

Review of selected research which examined the effects of social reinforcement on children's behavior and also imitative behavior in children.

- C-6a-3. Kagan, Jerome, and Howard A. Moss. "Personality and Social Development: Family and Peer Influences," Review of Educational Research, 31 (December, 1961), 463-474.
Analysis of the research designed to determine whether selected behaviors or personality characteristics show trends of developmental stability; discussion of the influence of parents and peers on the behavior of the child and adolescent.
- C-6a-4. Otto, Wayne. "Family Position and Success in Reading," The Reading Teacher, 19 (November, 1965), 119-123.
Examination of research relating position in the family to success in social and personality development and in reading achievement; description of a study assessing family position effects on reading achievement.
- C-6a-5. Peck, Robert F., and Herbert G. Pichek. "Personality and Social Development: Family Influences," Review of Educational Research, 34 (December, 1964), 574-587.
Review of research relating to and discussion of those factors of family influence which affect personality and social development.
- C-6a-6. Pumfrey, P. D., and C. D. Elliott. "Play Therapy, Social Adjustment and Reading Adjustment," Educational Research, 12 (June, 1970), 183-193.
A review of the research assessing the relationship between children's social adjustment and reading attainment. Separate discussions of the results of play therapy on social adjustment and non-directive play therapy and reading attainment. Sources of difficulty which limit the validity of the results are explored and directions for further research are indicated.
- C-6a-7. Schneyer, J. Wesley. "Effects of Malnutrition and Prematurity on Learning," The Reading Teacher, 23 (May, 1970), 767-769.
Examination of research which studies the relation of malnutrition and premature birth on later intelligence and scholastic achievement.

C-6b. Research Studies

- C-6b-1. Baumrind, Diana, and Allen E. Black. "Socialization Practices Associated with Dimensions of Competence in Preschool Boys and Girls," Child Development, 38 (June, 1967), 291-327.

Report of a study which sought to identify the parental attitudes and behaviors associated with competent behavior in preschool children.

- C-6b-2. Bobroff, Allen. "The Stages of Maturation in Socialized Thinking and in the Ego Development of Two Groups of Children," Child Development, 31 (June, 1960), 321-338.

Report of research designed to investigate the levels of thought and behavior associated with the development of socialization in two groups of young children; a sequence of developmental stages is described and normal and mentally retarded children are compared in their relative levels of development within the developmental sequence.

- C-6b-3. Bollenbacher, Joan. "A Study of the Effect of Mobility on Reading Achievement," The Reading Teacher, 15 (March, 1962), 356-360.

A study of the effects of changing schools on reading achievement as measured by standardized tests of reading achievement.

- C-6b-4. Bonney, Merl E. "Comparative Social Adjustments of Elementary School Pupils with and without Pre-school Training," Child Development, 29 (March, 1958), 125-133.

Review of three research studies which explore the effect which preschool socializing experiences given in nursery and kindergarten have on classroom social adjustments in subsequent years.

- C-6b-5. Crandall, Vaughn J. "Verbally Expressed Needs and Overt Maternal Behaviors," Child Development, 32 (June, 1961), 261-270.

A study of the influence of mothers on their children's social learning--more specifically the relations between the expressed needs of middle-class women and specific overt behaviors which they displayed toward their children were studied.

- C-6b-6. Emmerich, Walter. "Continuity and Stability in Early Social Development," Child Development, 35 (June, 1964), 311-332.
Report of a short term longitudinal study of nursery school children to determine the dimensionality, continuity, and stability of early social behavior.
- C-6b-7. _____. "Continuity and Stability in Early Social Development: II. Teacher Ratings," Child Development, 37 (March, 1966), 17-27.
Report of research examining the dimensionality, continuity, and stability of the personality of preschool children during two years of schooling; Dependency, Autonomy, and Aggression-Dominance were factors which were isolated as being continuous and stable within this period.
- C-6b-8. Eron, Leonard, and others. "Comparison of Data Obtained from Mothers and Fathers on Childrearing Practices and Their Relation to Child Aggression," Child Development, 32 (September, 1961), 457-472.
A study of the correlations between the mother's and between the father's attitude taken separately toward childrearing in the home and the amount of aggression measured manifested by their child.
- C-6b-9. Hatfield, John S., Lucy R. Ferguson, and Richard Alpert. "Mother-Child Interaction and the Socialization Process," Child Development, 38 (June, 1967), 364-414.
Report of a research study designed to discover the relations between certain theoretically significant mother and child behaviors and to order these relations by fitting the data of the study to a model of the major dimensions of maternal behavior and the child personality variables associated with them.
- C-6b-10. Henderson, Edmund H. "Predictors of Success in Beginning Reading Among Negroes and Whites," Reading Goals for the Disadvantaged, ed. J. Allen Figurel. Newark, Delaware: International Reading Association, 1970, pp. 34-42.
Report of research investigating the personal, social, and academic characteristics of children who succeeded in learning to read.

- C-6b-11. Henderson, Edmund H., and Barbara H. Long. "Self Social Concepts in Relation to Reading and Arithmetic," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 576-580.
Report of research study which investigated the relationship of social and cognitive variables to reading achievement--the self-social concepts of high achieving readers selected on the basis of high and low reading achievement in relation to arithmetic.
- C-6b-12. Hill, Edwin H., and Michael C. Giammatteo. "Socio-Economic Status and Its Relationship to School Achievement in the Elementary School," Elementary English, 40 (March, 1963), 265-270.
An investigation of socio-economic status and its relationship to vocabulary achievement, reading comprehension, arithmetic skill, problem solving, and a composite of these variables.
- C-6b-13. Hoffman, Martin L. "Power Assertion by the Parent and Its Impact on the Child," Child Development, 31 (March, 1960), 129-143.
A study of the parent's use of unqualified power assertion and its implications for the child's personality development.
- C-6b-14. Horowitz, Frances D. "Latency of Sociometric Choice Among Preschool Children," Child Development, 32 (June, 1961), 225-234.
Report of a study which sought to determine if preschool children spent less time in choosing their best friend and to assess the effectiveness of a picture sociometric technique as a measure of this response latency.
- C-6b-15. Jegard, Susan, and Richard H. Walters. "A Study of Some Determinants of Aggression in Young Children," Child Development, 31 (December, 1960), 739-747.
A study of the effects which intensifying the amount of frustration experienced has on children with differing levels of anxiety and guilt about aggression.
- C-6b-16. McCandless, Boyd R., Carolyn B. Bilous, and Hannah L. Bennett. "Peer Popularity and Dependence on Adults in Preschool-Age Socialization," Child Development, 32 (September, 1961), 511-518.

Report of a study which explored sex differences and their relations to adult-dependency behavior in pre-school children's socialization.

- C-6b-17. Rosenhan, David, Frank Frederick, and Anne Burrowes.

"Preaching and Practicing: Effects of Channel Discrepancy on Norm Internalization," Child Development, 39 (March, 1968), 291-301.

Report of research designed to examine the effects of consistencies in, and discrepancies between, what an adult preached and what he practiced on the acquisition and violation of norms of self-control.

- C-6b-18. Schneyer, J. Wesley. "Effects of Malnutrition and Prematurity on Learning," The Reading Teacher, 23 (May, 1970), 767-769.

An investigation of the research reported in the 1960's linking malnutrition and premature birth weight to later learning disabilities in arithmetic and reading and lower measured I.Q.

- C-6b-19. Serot, Naomi M., and Richard C. Teevan. "Perception of the Parent-Child Relationship and Its Relation to Child Adjustment," Child Development, 32 (June, 1961), 373-378.

A study of the relationship between a child's perception of his parent-child relationship and his social adjustment as well as an assessment of the agreement between the parent's perception of the parent-child relationship and the child's perception of this.

- C-6b-20. Shure, Myrna B., George Spivack, and Marianne Jaeger. "Problem-Solving Thinking and Adjustment Among Disadvantaged Preschool Children," Child Development, 42 (December, 1971), 1791-1803.

Report of research studying the relationship between school behavior adjustment of four year old disadvantaged children and real-life problem-solving thinking.

- C-6b-21. Sutton, Rachel S. "Variations in Reading Achievement of Selected Children," Elementary English, 37 (February, 1960), 97-101.

Report of a seven-year investigation which sought to study variations in reading achievement of children who scored high on measures used in kindergarten to determine reading readiness, to observe individual uniqueness in maturity, and to

discover environmental influences that tend to foster individuality and independence in reading.

- C-6b-22. Weinstein, Eugene A., and Paul N. Geisel. "An Analysis of Sex Differences in Adjustment," Child Development, 31 (December, 1960), 721-728.

A study designed to determine if real differences exist between boys and girls in their level of social and psychological integration.

C-6c. Theoretical Studies

- C-6c-1. Eames, Thomas H. "Physical Factors in Reading," The Reading Teacher, 15 (May, 1962), 427-432.

A discussion of the physical factors of visual acuity, brain damage, and endocrine gland defects in relation to his case findings with impaired readers.

- C-6c-2. Perkins, Hugh V. "Learning One's Culture," Education, 81 (September, 1960), 11-14.

Discussion of the socialization factors which the child encounters as he learns his own culture.

- C-6c-3. Roswell, Florence G. "Are Emotional Problems a Block to Reading Achievement?" Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 139-142.

Discussion of the nature and extent of emotional problems, and the capacity of the classroom instructional program in reading to teach emotionally disturbed children to read.

C-7. Language Facility

C-7a. Research Reviews, Summaries, and Bibliographies

- C-7a-1. Duker, Sam. "Listening and Reading," The Elementary School Journal, 65 (March, 1965), 321-329.

Summation of the research findings concerning the influence which listening has upon success in reading.

- C-7a-2. Karlsen, Bjorn. "Children's Reading and the Linguistic Structure of Languages," The Reading Teacher, 18 (December, 1964), 184-187, 193.

A paper proposing that the method of teaching reading must be related to the language itself; discussion of the validity of borrowing methods of teaching reading from countries with different language structures.

- C-7a-3. Macginitie, Walter H. "Evaluating Readiness for Developmental Language Learning: Critical Review and Evaluation of Research," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1969, pp. 508-516.

Critical review and evaluation of past research which evaluated readiness for developmental language learning.

- C-7a-4. May, Frank B. "The Effects of Environment on Oral Language Development: I," Elementary English, 43 (October, 1966), 587-595.

Part I of a two-part review of research of the effects of environment on children's oral language development; reviews studies related to home environment.

- C-7a-5. _____. "The Effects of Environment on Oral Language Development: II," Elementary English, 43 (November, 1966), 720-729.

Part II of a two-part review of research of the effects of environment on children's oral language development; reviews factors within the school environment which affect further language development.

- C-7a-6. Raph, Jane B. "Language Development in Socially Disadvantaged Children," Review of Educational Research, 35 (December, 1965), 389-400.

Review of the research exploring the language deficits of children of low socioeconomical status; the antecedents of language deficiency as well as the characteristics of the deficiency are analyzed.

- C-7a-7. Samuels, S. Jay. "The Psychology of Language," Review of Educational Research, 37 (April, 1967), 109-119.

Review of the theoretical and empirical studies conducted by linguists and psychologists that propose a framework in which the structure of language and its acquisition can be explained; the application of the findings from the psychology of language

to the problems of school learning is explored;
three year report from April, 1964 to 1967.

- C-7a-8. Stanchfield, Jo M. "The Sexual Factor in Language Development and Reading," Language, Reading, and the Communication Process, ed. Carl Braun. Newark, Delaware: International Reading Association, 1971, pp. 155-166.

Summary of research investigating sex differences in reading achievement at the Preprimary Level, Primary Level and Upper Elementary Level; identification and discussion of seven basic areas of difference in the language development patterns of boys and girls.

- C-7a-9. Winitz, Harris. "Research in Articulation and Intelligence," Child Development, 35 (March, 1964), 287-297.

Review of research investigations of the relation between intelligence and articulation or the acquisition of speech.

C-7b. Research Studies

- C-7b-1. Brett, Sue M. "A New Measure of Language Maturity," Elementary English, 42 (October, 1965), 666-668.

Discussion of a research study conducted by Professor Kellogg W. Hunt which produced a new maturity index for measuring children's language maturity.

- C-7b-2. Brittain, Mary M. "Inflectional Performance and Early Reading Achievement," Reading Research Quarterly, 6 (Fall, 1970), 34-48.

Report of a research study which explores first and second grade children's ability to supply the inflectional morphemes of English and investigates the relationship between inflectional performance and reading achievement.

- C-7b-3. Brown, H. Douglas. "Children's Comprehension of Relativized English Sentences," Child Development, 42 (December, 1971), 1923-1936.

Report of research studying children's language attainment just prior to entrance to school--specifically, more information was sought on the acquisition of relativization rules in English-speaking children learning their native language; their understanding of restrictive, postnominal, adjectival, and relative clauses was assessed.

- C-7b-4. Brown, Roger, and Jean Berko. "Word Association and the Acquisition of Grammar," Child Development, 31 (March, 1960), 1-14.
Report of research designed to determine if the child's tendency to give homogeneous word associations (same part of speech) is related to his ability to make correct grammatical use of new words.
- C-7b-5. Cazden, Courtney B. "The Acquisition of Noun and Verb Inflections," Child Development, 39 (June, 1968), 433-448.
Report of a longitudinal study of three subjects' acquisition of noun and verb inflections.
- C-7b-6. Davies, William C. "Implicit Speech--Some Conclusions Drawn from Research," Some Persistent Questions on Beginning Reading, ed. Robert C. Aukerman. Newark, Delaware: International Reading Association, 1972, pp. 171-177.
Review of research exploring one facet of language development--implicit speech.
- C-7b-7. Downing, John. "Children's Concepts of Language in Learning to Read," Educational Research, 12 (February, 1970), 106-112.
Report of a research project done in replication of J. F. Reid's examination of young children's reactions to the teacher's use of abstract terms in discussion of reading and written language; points to studies which provide suggestions for activities in keeping with the findings of the research; the findings confirm Reid's.
- C-7b-8. Fleming, James T. "Oral Language and Beginning Reading: Another Look," The Reading Teacher, 22 (October, 1968), 24-29.
A reappraisal of the relationship between oral language and beginning reading through an examination of some of the assumptions underlying this relationship and a study of the research investigations of it; discussion of teachers' attitudes toward dialectical differences in language for its relevance to beginning reading; discussion of the importance of syntax or the structural aspects of language.
- C-7b-9. Graves, Michael F., and Stephen Koziol. "Noun Plural Development in Primary Grade Children," Child Development, 42 (October, 1971), 1165-1173.

A study of first, second, and third graders' acquisition level of six types of plural formations.

- C-7b-10. Krauss, Robert M., and Sam Glucksberg. "The Development of Communication: Competence as a Function of Age," Child Development, 40 (March, 1969), 255-266.

Report of two experiments, one of which examined the relation between age and communication skills, the other assessed the adequacy of the speaker's messages independently of the listener's ability to understand them.

- C-7b-11. Menyuk, Paula. "Syntactic Rules Used by Preschool Through First Grade," Child Development, 35 (June, 1964), 533-546.

Report of a study designed to determine whether all the basic structures of the adult grammar are present in the speech of preschool children and to study further developmental trends noted in an earlier study.

- C-7b-12. _____. "Syntactic Structures in the Language of Children," Child Development, 34 (June, 1963), 407-422.

Report of research investigating the possibility that children's grammar is a self-contained system and to establish if developmental trends in its acquisition exist.

- C-7b-13. Morehead, Donald M. "Processing of Phonological Sequences by Young Children and Adults," Child Development, 42 (March, 1971), 279-289.

Research report of a study which observed young children and adults while imitating phoneme sequences that systematically violate the sequencing rules of English for the patterns of their responses.

- C-7b-14. Morrison, Ida E. "The Relation of Reading Readiness to Certain Language Factors," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. Newark, Delaware: International Reading Association, 1962, pp. 119-121.

Report of two research studies which sought to determine the importance of certain language abilities in reading readiness.

- C-7b-15. Natchez, Gladys. "From Talking to Reading Without Really Trying," The Reading Teacher, 20 (January, 1967), 339-342.

Examination of the factors which operate favorably in oral speech development but which become negative influences when the child begins to read.

- C-7b-16. O'Donnell, Roy C. "A Transformational Analysis of Oral and Written Grammatical Structures in the Language of Children in Grades Three, Five, and Seven," The Journal of Educational Research, 61 (September, 1967), 34-39.

Report of a study designed to provide information concerning the types of grammatical constructions used by children from grade three to grade seven; oral constructions were compared with written construction.

- C-7b-17. Robertson, Jean E. "Pupil Understanding of Connectives in Reading," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 581-588.

Report of an investigation of children's understanding of connectives--the linguistic form that connects a clause to another clause or some word in it on the printed page--to determine if their understanding shares an identifiable relationship with grade level, sex, mental and chronological age, socioeconomic status, and achievement in listening, reading, and written language.

- C-7b-18. Ruddell, Robert B. "Variation in Syntactical Language Development and Reading Comprehension Achievement of Selected First Grade Children," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 420-425.

Report of a research study assessing the relationship between the degree of control which a child has over his syntactical language system and his success in comprehending written material.

- C-7b-19. Stanners, Robert F., and Delores H. Soto. "Developmental Changes in the Recognition of Beginning Segments of English Words," Journal of Educational Psychology, 58 (October, 1967), 273-277.

Report of a study designed to determine if knowledge of English phonological rules is a developmental sequence beyond the age of seven and one-half or eight years as shown by samples of responses given by third-, sixth-, and ninth-grade children and to determine if there are sex differences in the level of this knowledge.

- C-7b-20. Williams, Maurice, Edith Weinstein, and Ralph O. Blackwood. "An Analysis of Oral Language Compared with Reading Achievement," Elementary English, 47 (March, 1970), 394-396.

Report of a study designed to determine the grade-level placement of boys' and girls' oral language development to assess growth from year to year--checks were made in grades 1, 3, and 5.

C-7c. Theoretical Discussions

- C-7c-1. Anastasiow, Nicholas. "Oral Language and Learning to Read," Language, Reading, and the Communication Process, ed. Carl Braun. Newark, Delaware: International Reading Association, 1971, 29-40.

Identification and discussion of three important distinctions to consider when examining the relationship between the child's oral language behavior and his learning to read or decode print.

- C-7c-2. Athey, Irene J. "Language Models and Reading," Reading Research Quarterly, 7 (Fall, 1971), 16-110.

A review which surveys the major language development models in order to examine the relevance of the language-acquisition processes for reading; possible implications for the psychology of reading are drawn from the analysis.

- C-7c-3. Carroll, John B. "Some Neglected Relationships in Reading and Language Learning," Elementary English, 43 (October, 1966), 577-582.

Comparison of the process of learning to read with natural language learning in order to determine which aspects of language learning might be applied in the teaching of reading.

- C-7c-4. Dawson, Mildred A. "The Role of Reading in Relation to Other Areas of Communication," New Frontiers in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 156-160.

Discussion of the particular relationship shared by reading and listening, reading and oral communication and reading and written communication in addition to the interrelationships shared among all of them.

- C-7c-5. Downing, John. "How Children Develop Concepts of Language," Language, Reading, and the Communication Process, ed. Carl Braun. Newark, Delaware: International Reading Association, 1971, pp. 113-120.

Discussion of the findings of research related to the cognitive development and intellectual abilities related to the task of learning to read.

- C-7c-6. Hildreth, Gertrude. "Linguistic Factors in Early Reading Instruction," The Reading Teacher, 18 (December, 1964), 172-178.

Exploration of the relationship of oral language factors to the beginning reader's success with print and implications for classroom instruction.

- C-7c-7. Ives, Josephine P. "Linguistic Principles and Reading Practices in the Elementary School," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 88-93.

Discussion of the relationships between speech and print--both similarities and differences--and their implications for reading instruction.

- C-7c-8. Ives, Sumner. "Some Notes on Syntax and Meaning," The Reading Teacher, 18 (December, 1964), 179-183, 222.

Exploration of the relationship between syntax and the communication of meaning, examples of the ways in which meaning results from syntax.

- C-7c-9. Lefevre, Carl A. "Language and Self: Fulfillment or Trauma?" Elementary English, 43 (February, 1966), 124-128.

Discussion of the school's mishandling of certain children's development in reading and writing--the language-related skills.

- C-7c-10. Lindberg, Lucile. "Oral Language or Else," Elementary English, 42 (November, 1965), 760-761, 804.

Discussion of the added benefits for the child

as well as the instructional program in reading and writing when oral language development is an active part of the program.

- C-7c-11. Marquardt, William F. "Language Interference in Reading," The Reading Teacher, 18 (December, 1964), 214-218.

An exploration of the factors which help a child acquire oral speech effortlessly as being possible interference factors in his use of techniques in getting meaning from printed words.

- C-7c-12. McDavid, Raven I. "Dialectology and the Teaching of Reading," The Reading Teacher, 18 (December, 1964), 206-213.

Discussion of dialect differences in American English and suggestions for handling these differences in the classroom.

- C-7c-13. Smith, Dora V. "Growth and Sequence of Language," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 93. Chicago: University of Chicago Press, 1963, pp. 13-22.

Description of language development as it proceeds from infancy to high school and college levels with note taken of the interrelationships between reading, listening, speaking and writing and their dependence upon language development.

- C-7c-14. Stark, Joel. "The First Language Art," Elementary English, 40 (April, 1963), 386-389.

An exploration of the development of oral speech and the implications for helping the child develop this skill more effectively.

- C-7c-15. Stauffer, Russell G. "Certain Psychological Aspects of Children's Learning to Read," The Reading Teacher, 22 (April, 1969), 634-640.

Discussion of children's behaviors or actions in the role of acquiring language and subsequently, knowledge through their active experiences as a participant in the process; relation of the language experience approach to this process.

- C-7c-16. Strickland, Ruth G. "Building on What We Know," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 55-62.

Discussion of the child's mastery of the language used in his home with implications for training him to read.

- C-7c-17. Van Riper, C. "The Speech Pathologist Looks at Reading," The Reading Teacher, 17 (April, 1964), 505-510.

An examination of the parallels and relationships between the disabilities of speech and reading.

- C-7c-18. Wanat, Stanley F. "Language Acquisition: Basic Issues," The Reading Teacher, 25 (November, 1971), 142-147.

Examination of three major theories of how a child's language develops with discussion of their implications on the relationship of language development and reading.

- C-7c-19. Wardhaugh, Ronald. "Theories of Language Acquisition in Relation to Beginning Reading Instruction," Reading Research Quarterly, 7 (Fall, 1971), 168-194.

Discussion of four theories which describe how language is acquired by young children; examination of four controversial issues in language acquisition; discussion of the differences between the acquisition of reading and the acquisition of language.

- C-7c-20. Weintraub, Samuel. "Oral Language and Reading," The Reading Teacher, 21 (May, 1968), 769-773.

Discussion of research relating oral speech development to mastery of the reading process.

C-8. Interest and Purpose in Reading

C-8a. Research Reviews, Summaries, Bibliographies

- C-8a-1. Shaw, Merville C. "Motivation in Human Learning," Review of Educational Research, 37 (December, 1967), 563-582.

Review of the research literature published for a three year period since December, 1964, which explores two major categories of motivation in human learning--those factors assumed to be personal or intrinsic to the individual and those determined by the situational context or environment in which learning takes place.

- C-8a-2. Witty, Paul A. "Selected References on Interests," Education, 83 (April, 1963), 503-506.
Annotated bibliography of selected references on interests.

C-8b. Research Studies

- C-8b-1. Byers, Loretta. "Pupils' Interests and the Content of Primary Reading Texts," The Reading Teacher, 17 (January, 1964), 227-233, 240.
Discussion of the findings of first graders' interests as revealed during classroom sharing time.
- C-8b-2. Crandall, Vaughan J., Anne Preston, and Alice Rabson. "Maternal Reactions and the Development of Independence and Achievement Behavior in Young Children," Child Development, 31 (June, 1960), 243-251.
Report of a research study designed to assess the relationship between children's independence and achievement behaviors, the carryover of these behaviors from home to nursery school settings and the observed maternal reactions to these behaviors as potential determinants of children's achievement development.
- C-8b-3. Henderson, Edmund H. "A Study of Individually Formulated Purposes for Reading," The Journal of Educational Research, 58 (August, 1965), 438-441.
Report of a study which investigated individual pupil-purpose setting behavior in reading in order to study further the contention that a reader's purpose affects the reading product importantly.
- C-8b-4. Mitchell, James V. "An Analysis of the Factorial Dimensions of the Achievement Motivation Construct," Journal of Educational Psychology, 52 (August, 1961), 179-187.
Report of a research study which used factor analysis to determine whether "achievement motivation" was a unitary construct or a complex of independent dimensions; identification of six factors contained within the concept of "achievement motivation."
- C-8b-5. Pallister, R., and J. Wilson. "Parents' Attitudes to Education," Educational Research, 13 (November, 1970), 56-60.

An investigation comparing the attitudes, aspirations and knowledge of working class and middle class mothers with regard to the educational system; indicates parents' attitudes affect schooling of children; suggestions are made to help remove factors causing lower class aspirations in education.

- C-8b-6. Pfau, Donald W. "Effects of Planned Recreational Reading Programs," The Reading Teacher, 21 (October, 1967), 34-39.

A two-year exploratory study designed to measure the effect of a planned supplemental program of recreational reading on the amount of interest displayed in reading and to determine the influence of a planned program of recreational reading on children's reading achievement, spelling achievement, and their written and oral fluency.

- C-8b-7. Schulte, Emerita S. "Independent Reading Interests of Children in Grades Four, Five, and Six," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 728-732.

Report of a study which investigates the independent reading interests of children in grades four, five, and six to determine their major interests and to determine the relationships between these interests and the school's offerings related to reading.

- C-8b-8. Smith, Donald C., and Lucy Wing. "Developmental Changes in Preference for Goals Difficult to Attain," Child Development, 32 (March, 1961), 37-44.

Report of a study which investigated the developmental changes in preference for goals which are more difficult to attain; children in grades 2, 4, 6, and 8 were evaluated; the influence of sex on the examiner, nature of the task, and the effect of goal objects which are ends in themselves or means to an end were also considered.

- C-8b-9. Stanchfield, Jo M. "Boys' Reading Interests as Revealed Through Personal Conferences," The Reading Teacher, 16 (September, 1962), 41-44.

A study of the reading interests of elementary school boys; implications of the findings for the classroom teacher.

- C-8b-10. Turner, Elizabeth A., and Ragmar Rommetveit. "The Acquisition of Sentence Voice and Reversibility," Child Development, 38 (September, 1967), 649-660.
Report of research exploring children's acquisition of language; primary grade children were tested for their ability to imitate, comprehend, and produce active and passive sentences and reversible and nonreversible sentences.
- C-8c. Theoretical Discussions
- C-8c-1. Crandall, Vaughn J., Walter Katkovsky, and Anne Preston. "A Conceptual Formulation for Some Research on Children's Achievement Development," Child Development, 31 (December, 1960), 787-797.
Theoretical formulation of a conceptual framework for discussion and research on the development of achievement motivation and achievement behaviors in children; the specific components of achievement behavior are identified.
- C-8c-2. Furness, Edna Lue. "Researches on Reading Interests," Education, 84 (September, 1963), 3-7.
Discussion of the factors isolated by research which help determine children's reading interests.
- C-8c-3. Howes, Virgil M. "Children's Interests--A Keynote for Teaching Reading," Education, 83 (April, 1963), 491-496.
Discussion of the relation of children's interests to their success in mastering the reading process.
- C-8c-4. Hunt, J. McV. "Experience and the Development of Motivation: Some Reinterpretations," Child Development, 31 (September, 1960), 489-504.
Reinterpretation of the theories concerning the relationship of a person's experiences and his development of motivation based upon further research.
- C-8c-5. Jenkinson, Marion D. "The Roles of Motivation in Reading," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 49-57.
Identification and discussion of five psychological aspects of motives which are necessary for

the teaching of reading at any level--cognitive drive, socialization, need for achievement, interest incentive, and the individual nature of reading.

- C-8c-6. Kopel, David. "The Nature of Interests," Education, 83 (April, 1963), 497-502.

Discussion of the general nature of interests--their interrelationships with other components of personality, classifications of interests, determinants of interests and definition of with implications for utilizing these in planning activities.

- C-8c-7. Lefevre, Carl A. "Language and Self: Fulfillment or Trauma? Part II," Elementary English, 43 (March, 1966), 230-234, 284.

Examination of many instructional practices in teaching English which may be harmful both emotionally and physically to the child in addition to stifling his language development.

- C-8c-8. Parke, Margaret B. "Reading for Specific Purposes," Elementary English, 41 (March, 1964), 242-245.

An examination of children's purposes in reading with implications for development in the classroom.

- C-8c-9. Wittick, Mildred L. "Sequential Development in Reading Interests and Tastes," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1960, pp. 150-156.

Discussion of the sequential nature of interests and tastes in reading by tracing the development of the sequential pattern of the content of what children and adults read, the sequential development of types of materials read, and the sequential development of tastes.

D. DEVELOPMENT OF READING POWER AND EFFICIENCY

D-1. Sequential Development of Reading Power and Efficiency

- D-1-1. Aaron, Ira A. "Learning of Basal Reading Skills by Mentally and Nonmentally Handicapped Children," Meeting Individual Needs in Reading, ed. Helen K. Smith. Newark, Delaware: International Reading Association, 1971, pp. 85-93.

Report of research investigating the level and rate of acquisition in basic reading skills when mentally retarded learners are compared with normal learners and when normal learners are compared with gifted learners.

- D-1-2. Craig, Isabel. "Developmental Tasks in Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Park I. Newark, Delaware: International Reading Association, 1965, pp. 25-26.

Report of a research study which identified and constructed a diagnostic test for fifteen developmental tasks isolated by the research of educators, physicians, and psychologists in which lack of development causes difficulty in learning to read.

- D-1-3. Ermans, Robert. "In Grades Four Through Eight," Reading: Seventy-Five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 37-41.

Identification of the reading skills which need to be refined and improved in the middle grades--four through eight--in addition to the specialized content area skills which need to be developed.

- D-1-4. Gray, William S. "The Major Aspects of Reading," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1959, pp. 8-24.

Discussion of the various aspects of reading in which sequential instruction should be provided--the diagrammatic representation of the relationship among these aspects is presented.

- D-1-5. Hahn, Harry T. "Who Teaches Reading in the Secondary School?" Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 45-47.

Discussion of the nature and form of the reading program in secondary schools.

- D-1-6. Karlin, Robert. "Nature and Scope of Developmental Reading in Secondary Schools," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 52-56.

Discussion of the nature and components of reading instruction in the secondary schools.

- D-1-7. McGinnis, Dorothy J. "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," The Reading Teacher, 15 (November, 1961), 92-97, 101.

A survey of the attitudes of secondary teachers to assess the degree of responsibility which they felt they should assume in developing reading skills on the part of their students. A second area surveyed was the amount of preparation they had received in their training that would enable them to teach these skills to their students. Inferences were drawn from the findings.

- D-1-8. Newbury, Dorothy J. "Sequence in Word Perception," Sequential Development of Reading Ability, ed. Helem M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1959, pp. 25-30.

Discussion of the sequential development of the word perception skills--the use of context clues, structural analysis, phonetic analysis, use of the dictionary, in addition to the development of a sight vocabulary.

- D-1-9. Oliver, Marvin E. "High Intensity Practice: The Right to Enjoy Reading," Education, 91 (September-October, 1970), 69-71.

Discussion of skills development occurring as a result of instruction but for mastery and efficiency in the use of these skills uninterrupted practice is a necessity.

- D-1-10. Robinson, F. P. "Study Skills for Superior Students in Secondary School," The Reading Teacher, 15 (September, 1961), 29-33, 37.

The proposal of a rationale for teaching higher level study habits (college) to superior high school students who plan to enter college or who are presently engaged in taking collegiate courses early. Suggested study methods such as SQ3R and reading specialized charts and graphs are explored for suitability of use on this level.

- D-1-11. Robinson, Helen M. "The Major Aspects of Reading," Reading: Seventy-Five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 22-32.

Discussion of the major skills and abilities entailed in the reading process, examination of models presented for clarification of the skills' categories, and identification of the aspects of reading which are currently recognized.

- D-1-12. Rogers, C. D. "Developmental Integration in Reading," Elementary English, 45 (December, 1968), 1068-1070.
Exploration of the concept of developmental integration of reading, integration of what is read with the child's own experiences to such a degree that total integration releases creative potential.
- D-1-13. Rutherford, William L. "The Success Ingredient in Reading Instruction," Elementary English, 48 (February, 1971), 224-226.
Discussion of the teacher's role in reading instruction.
- D-1-14. Simmons, John S. "The Scope of the Reading Program for Secondary Schools," The Reading Teacher, 17 (September, 1963), 31-35.
Discussion of a reading program designed to meet the needs of secondary school pupils in terms of developmental, remedial, and recreational aspects. Comparison of present practices in selected schools of the Upper Midwest to the proposed program.
- D-1-15. Summers, Edward G. "Evaluation of Reading Gains in a Secondary School Reading Laboratory," The Reading Teacher, 17 (January, 1964), 255-259.
Evaluation of a program designed to provide developmental and corrective reading experiences for high school sophomores.
- D-1-16. Tyler, Ralph W. "The Importance of Sequence in Teaching Reading," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1959, pp. 3-8.
Discussion of the contributions of sequence to learning--from the pupil's point of view--which permit greater depth in learning.

D-2. Readiness-Prereading Skills

D-2a. Research Reviews, Summaries, Bibliographies

- D-2a-1. Durkin, Delores. "What Does Research Say about the Time to Begin Reading Instruction?" The Journal of Educational Research, 64 (October, 1970), 52-56.

An analysis of research literature for the optimum time to begin reading instruction; involves discussion of the concept of reading readiness.

- D-2a-2. Halliwell, Joseph W. "Reviewing the Reviews on Entrance Age and School Success," The Journal of Educational Research, 59 (May-June, 1966), 395-401.

Critical survey of the positions taken by reviews of the effects of early entrance of brighter children to school on their achievement through an examination of the basic studies upon which these positions were formed.

- D-2a-3. Hillerich, Robert L. "Studies in Reading Readiness," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 47-49.

Discussion of readiness for reading instruction as seen from the findings of research studies in reading readiness.

- D-2a-4. _____. "An Interpretation of Research in Reading Readiness," Elementary English, 43 (April, 1966), 359-364, 372.

Identification of two specific types of "reading readiness"--time or developmental and experience or training with discussion of the trends evident in the conflicting results of research in these areas.

- D-2a-5. Mason, George E., and Norma Jean Prater. "Early Reading and Reading Instruction," Elementary English, 43 (May, 1966), 483-488, 527.

Examination of the research findings of studies designed to determine the effectiveness of reading instruction for very young children--pros and cons.

- D-2a-6. Nemeth, Joseph S. "Initial Readiness," The Reading Teacher, 22 (October, 1968), 79-83.

Annotated bibliography of references to research

on school readiness which point to the contention that there is no one answer to how children achieve readiness for reading instruction.

- D-2a-7. Townsend, Agatha. "Readiness for Beginning Reading," The Reading Teacher, 15 (January, 1962), 267-270.

A summarization of the sixteen research studies in reading readiness conducted during the years from 1956-1960.

D-2b. Research Studies

- D-2b-1. Alshan, Leonard M. "Reading Readiness and Reading Achievement," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 312-313.

Report of a study exploring the relationships of the predictive value of selected tests with first-grade reading achievement in addition to the development of a minimal set of diagnostic measures which might be used by first-grade teachers for predicting success in beginning reading.

- D-2b-2. Bagford, Jack. "Reading Readiness Scores and Success in Reading," The Reading Teacher, 21 (January, 1968), 324-328.

A study designed to measure the relationship between scores on readiness tests given early in a child's educational career (Kindergarten--Grade One) and later measures of his reading success (Grades 2 to 6); tests correlated were Harrison-Stroud Reading Readiness Profiles, Metropolitan Reading Readiness Tests. Iowa Tests of Basic Skills, Large-Thorndike Intelligence Test.

- D-2b-3. Balow, Irving H. "Sex Differences in First Grade Reading," Elementary English, 40 (March, 1963), 303-306, 320.

A study conducted to determine if the differences in reading achievement in the first grade are the result of the greater educational readiness of girls and when readiness is held constant, are sex differences in reading achievement found.

- D-2b-4. Barrett, Thomas C. "Performance on Selected Prereading Tasks and First-Grade Reading Achievement," Vistas in Reading, ed. J. Allen Figurel, International

Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 461-464.

Report of a study of the correlation between seven pre-reading abilities and first grade reading achievement and to determine the predictive relationships between success on these seven abilities and first-grade reading achievement.

- D-2b-5. Beller, E. Kuno. "The Concept Readiness and Several Applications," The Reading Teacher, 23 (May, 1970), 727-737.

An analysis of the mistakes made by two groups of first graders--high and low--while reading orally. The correct features of a set of errors observed in first-grade classrooms were determined and suggestions were made as to the strategies which beginning readers use to identify words.

- D-2b-6. Bond, Guy L., and Robert Dykstra. "The Cooperative Research Program in First-Grade Reading Instruction," Journal of Reading, 2 (Summer, 1967), 34-44.

An analysis of the relationships between readiness and reading determined from correlations between seven reading readiness tests and various methods of teaching beginning reading.

- D-2b-7. Callaway, Byron. "Relationship of Specific Factors to Reading," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 688-692.

Report of a study of existing test scores for third and seventh grade students to determine the relationship of the following factors to reading: chronological age at time of school entrance, race, sex, general adjustment to the classroom, amount of reading material in the home, family income, and whether father or mother worked.

- D-2b-8. DeHirsch, Katrina, and Jeanette Jansky. "Kindergarten Protocols of Failing Readers," Reading Diagnosis and Education, ed. Dorothy J. DeBoer. International Reading Association Conference Proceedings, Vol. 13. Part IV. Newark, Delaware: International Reading Association, 1970, pp. 17-24.

Report of a longitudinal study of children from kindergarten to the end of grade two to determine

if certain predictive characteristics of academic achievement could be traced.

- D-2b-9. Dickinson, Donald J. "The Effects of Chronological Age in Months on School Achievement," The Journal of Educational Research, 56 (May-June, 1963), 492-493.

A study of the effects which chronological age at the time of entering school has on later school achievement.

- D-2b-10. Dykstra, Robert, and Ronald Tinney. "Sex Differences in Reading Readiness--First-Grade Achievement and Second-Grade Achievement," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 623-628.

Discussion of the findings in a study of primary children which relate to sex differences in reading readiness and in first and second grade achievement.

- D-2b-11. Flaherty, Rose, and Howard B. Anderson. "Boys' Difficulty in Learning to Read," Elementary English, 43 (May, 1966), 471-472, 503.

Summary of the factors proposed from the research findings of sex differences in reading achievement which could possibly account for the varying ability of boys in learning to read.

- D-2b-12. Gates, Arthur I. "Sex Differences in Reading Ability," The Elementary School Journal, 61 (May, 1961), 431-434.

Report of a study which examined sex differences in reading achievement for 13,114 boys and girls in Grades 2 through 8.

- D-2b-13. Good, Thomas L., and Jere E. Brophy. "Questioned Equality for Grade One Boys and Girls," The Reading Teacher, 25 (November, 1971), 247-252.

Description of a study designed to assess the factors in a classroom situation which cause students to perceive differential teacher treatment when behavior data suggest that teachers provide the same learning environment for both sexes, discussions of findings.

- D-2b-14. Halliwell, Joseph W., and Belle W. Stein. "A Comparison of the Achievement of Early and Later School Starters in Reading Related and Non-Reading Related Areas in Fourth and Fifth Grades," Elementary English, 41 (October, 1964), 631-639.

Description of a study conducted to determine how pupils admitted to first grade at an early age compare in the subject areas of reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, language, and spelling with pupils admitted to first grade at a later age at the end of the fourth and fifth grades, and if the younger pupils are academically inferior in certain of these subject matter areas after four or five years, and to what might this inferiority be attributed.

- D-2b-15. Hammond, Sarah Low, and Dora S. Skipper. "Factors Involved in the Adjustment of Children Entering First Grade," The Journal of Educational Research, 56 (October, 1962), 89-95.

A study of the relationship between adjustment status and the age of school entrance, attendance in kindergarten, scores on the readiness tests, socioeconomic rating, family size and position in family for first grade children who were ranked as having high- and low-adjustment status by their teachers.

- D-2b-16. Henderson, Edmund, and Barbara Long. "Correlations of Reading Readiness among Children of Varying Background," The Reading Teacher, 22 (October, 1968), 40-44.

A study designed to explore the relationship of non-cognitive variables such as self-esteem, social dependency, identification with and preference for mother or other person, realism to size, and minority identification within a controlled socioeconomic framework to measured readiness for reading. Also explored accuracy of teachers' ability to predict readiness for reading instruction.

- D-2b-17. Kingston, Albert J., Jr. "The Relationship of First Grade Readiness to Third- and Fourth-Grade Achievement," The Journal of Educational Research, 56 (October, 1962), 61-67.

Analysis of the relationship of first grade readiness scores to reading achievement in grades three and four as measured by well-known standardized tests.

- D-2b-18. Livo, Norma. "Reading Readiness Factors and Beginning Reading Success," The Reading Teacher, 24 (November, 1970), 124-129, 163.

Description of a study designed to determine what combinations of total scores and sub-test scores from the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Sartain Reading Readiness Test (SRRT), and an Oral Language Sample would be the most successful in predicting a pupil's achievement in beginning reading as measured by midyear success on the Metropolitan Achievement Test (MAT).

- D-2b-19. Mortenson, W. Paul. "Selected Pre-Reading Tasks, Socio-Economic Status, and Sex," The Reading Teacher, 22 (October, 1968), 45-49, 61.

Description of a study which sought to determine if the individual visual and auditory discrimination tasks were affected by differences in socioeconomic background of the children and to determine if boys and girls across socio-economic levels performed differently in these tasks.

- D-2b-20. Spache, George D., Micaela C. Andres, H. A. Curtis, Minnie Lee Rowland, and Minnie Hall Fields. "A Longitudinal First Grade Reading Readiness Program," The Reading Teacher, 19 (May, 1966), 580-584.

Description of a longitudinal first grade reading readiness program which was designed to measure the effect of an intensified and extended reading readiness program upon first grade reading.

- D-2b-21. Ward, Byron. "Two Measures of Reading Readiness and First Grade Reading Achievement," The Reading Teacher, 23 (April, 1970), 637-639.

A research study done to determine the predictive value of the coding sub-tests of the Wechsler Intelligence Scale for Children for end of first grade reading achievement. Comparison of the coding sub-test predictability is made with that of the total score predictability of the Murphy-Durrell Reading Readiness Test.

- D-2b-22. Weintraub, Samuel. "Sex Differences in Reading Achievement," The Reading Teacher, 20 (November, 1966), 155-165.

Discussion of the differences in boys' and girls' reading achievement as seen by the reports

of the first grade reading studies of 1964-1965 sponsored by the U.S. Office of Education, consideration of possible causal factors, and proposal of procedures for schools to follow.

- D-2b-23. Wyatt, Nita M. "Sex Differences in Reading Achievement," Elementary English, 43 (October, 1966), 596-600.

Description of a study designed to determine if there were true differences in the reading achievement of first grade boys and girls when taught by two different approaches--linguistic and basal reader.

D-2c. Theoretical Discussions

- D-2c-1. Beller, E. Kuno. "The Concept Readiness and Several Applications," The Reading Teacher, 23 (May, 1970), 727-737, 747, 765.

Three-part discussion of the concept of readiness: (1) examination of the concept of readiness, (2) cognitive of learning factors in readiness, (3) emotional and motivational factors in readiness with suggested guides for the application of readiness factors in the instructional program.

- D-2c-2. Efron, Marvin. "The Role of Vision in Reading Readiness," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 357-358.

Discussion of the relationship between visual development and readiness for learning to read.

- D-2c-3. Schwartz, Hilda O. "Readiness--A Prerequisite for Thinking," Education, 83 (October, 1962), 82-83.

Discussion of readiness as the framework which enables the child to think.

- D-2c-4. Townsend, Agatha. "Readiness for Beginning Reading," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 43-46.

Discussion of the various commonly accepted factors involved in readiness for reading and what they mean for the classroom.

D-3. Beginning Reading

D-3a. Research Reviews, Summaries, Bibliographies

- D-3a-1. Bond, Guy L. "First Grade Reading Studies: An Overview," Elementary English, 43 (May, 1966), 464-470.
Description of the purpose, the studies, and the tentative findings of the cooperative 27-cities studies of first grade reading.
- D-3a-2. Eller, William. "Contributions of the First and Second Grade Studies," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 585-588.
Discussion of three levels of contributions which the twenty-seven first grade studies sponsored by the U.S. Office of Education have made to reading research.
- D-3a-3. Murphy, Helen A. "A Research Pitfall: Jumping to Conclusions," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 117-119.
Summary and description of thirty years of research designed to isolate the factors which make for success in beginning reading.
- D-3a-4. Samuels, S. J. "Word Recognition and Beginning Reading," The Reading Teacher, 23 (November, 1969), 159-161, 177, 181.
Review of research which was designed to isolate the specific word recognition cues most useful to beginning readers.
- D-3a-5. Weintraub, Samuel. "Some Implications for Beginning Reading," The Reading Teacher, 22 (October, 1968), 63-67.
A review of research studies which have specific implications for classroom instruction at the beginning reading level.

D-3b. Research Studies

- D-3b-1. Chall, Jeanne. "Different Approaches to Beginning Reading," Reading as an Intellectual activity, ed. J. Allen Figurel. International Reading Association

Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 250-254.

Preliminary report of the City College-Carnegie Reading Study whose purpose was to make a critical analysis of the experimental literature on beginning reading methods.

- D-3b-2. Downing, John. "How Children Think about Reading," The Reading Teacher, 23 (December, 1969), 217-230.

Examination of the research investigating the development of children's thinking processes, the experimental studies assessing the young child's understanding of the technical classroom language describing reading activities, relation of these findings in these two areas to classroom instruction in beginning reading.

- D-3b-3. Frymier, Jack R. "The Effect of Class Size upon Reading Achievement in First Grade," The Reading Teacher, 18 (November, 1964), 90-93.

Description of a study conducted to assess the effect of class size upon first grade reading achievement.

- D-3b-4. Hanson, Irene W. "First Grade Children Work with Variant Word Endings," The Reading Teacher, 19 (April, 1966), 505-507.

Description of a study designed to evaluate the effectiveness of specific instruction in helping first grade children become aware of variant word endings.

D-3c. Theoretical Discussions

- D-3c-1. Adelman, Howard S. "Learning to Read in the Classroom," The Reading Teacher, 24 (December, 1970), 257-260, 275.

Discussion of the interaction factors of the characteristics of the student and the characteristics of the classroom situation as the major determinant of success or failure in learning to read in the classroom.

- D-3c-2. Artley, A. Sterl. "Classroom Help for Children with Beginning Reading Problems," The Reading Teacher, 15 (May, 1962), 439-442.

An analysis of classroom detection and remediation of weaknesses which without specifically tutored instruction may lead to severe reading disability.

- D-3c-3. Denny, Terry P., and Samuel Weintraub. Exploring First Graders' Concepts of Reading," The Reading Teacher, 16 (March, 1963), 363-365.
Exploration of research thinking concerning the effects of the learner's self-image and how well he learns; description of a proposed research study to assess first graders' concepts of reading.
- D-3c-4. Durkin, Delores. "Identifying Significant Reading Skills in Kindergarten Through Grade Three," Reading: Seventy-five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 33-36.
Discussion of the basic skills which should be developed in a beginning reading program regardless of the grade level of the child.
- D-3c-5. _____. "What Does Research Say about the Time to Begin Reading Instruction," The Journal of Educational Research, 64 (October, 1970), 52-56.
Discussion of the conditions which led to the development of a concept of readiness; examination of the weaknesses of the original concept and the research based upon it; discussion of the concept as it was refined during the 1960's with implications drawn for future research.
- D-3c-6. Fullmer, Daniel W., and Clifford J. Kolson. "A Beginning Reading Vocabulary," Journal of Educational Research, 54 (March, 1961), 270-272.
Development of a word list of basic sight vocabulary to be used for beginning reading instruction.
- D-3c-7. Glass, Gerald G. "Let's Not Read So Soon (Even Those Who Can)," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 458-461.
Discussion of the inherent factors within early teaching and emphasis upon reading which may cause students to build a wrong conception of use and values of reading.
- D-3c-8. Lipscomb, Edra E. "Important Foundations in Teaching Reading," Education, 85 (May, 1965), 515-518.

Discussion of the basic principles upon which a successful reading program in the primary grades should be based.

- D-3c-9. Murphy, Helen A. "A Balanced First Grade Reading Program," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 33-36.
Description of the many facets of the reading program in first grade.
- D-3c-10. Oliver, Marvin E. "Key Concepts for Beginning Reading," Elementary English, 47 (March, 1970), 401-402.
Since reading is not a discipline it has no underlying key concepts but depends upon the teacher's philosophy and command of techniques for teaching beginning reading. A list of 20 key concepts around which a philosophy of beginning reading instruction can be built is provided. Gathered from research.
- D-3c-11. Putnam, Lillian. "Prevention of Reading Difficulties," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 240-243.
Discussion of the factors to which attention given in kindergarten and first grade would possibly eliminate many reading difficulties.
- D-3c-12. Sipay, Edward R. "An Evaluative Look at the Cooperative Studies of Reading in First and Second Grade: Limitations," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 588-596.
Discussion of the weaknesses apparent in the study designs and controls imposed upon various studies within the twenty-seven first grade studies sponsored by the U. S. Office of Education.
- D-3c-13. Stanchfield, Jo M. "Boys' Achievement in Beginning Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 290-293.
Discussion of a series of research studies

designed to isolate the factors which cause the reading achievement of boys to differ from that of girls.

- D-3c-14. Stauffer, Ruseell G. "Productive Reading-Thinking at the First Grade Level," The Reading Teacher, 13 (February, 1960), 183-187.
 Paper proposing that first grade children are capable of productive reading-thinking; description of one group of first grade children's interactions with their teachers' questions about their impressions and reading.
- D-3c-15. Strang, Ruth. "A Synthetic Approach to the Teaching of Reading," Elementary English, 39 (October, 1962), 558-561.
 Presentation of a method of teaching beginning reading which utilizes the best of both the "phonic" and the "look-and-say" methods.
- D-3c-16. Strang, Ruth, and Mary Elsa Hocker. "First-Grade Children's Language Patterns," Elementary English, 42 (January, 1965), 38-41.
 A comparison of the results of a study of children's oral language patterns in many daily life situations with earlier significant studies of children's language to provide a description of first-grade children's language patterns.
- D-3c-17. Tagatz, Glenn E. "Grouping by Sex at the First and Second Grade," The Journal of Educational Research, 59 (May-June, 1966), 415-418.
 Empirical research study examining the effects of appropriate-differential treatment of the sexes at the primary level upon reading development, personality development and listening scores.
- D-3c-18. Venezky, Richard L. "Skills Required for Learning to Read," Education, 89 (April-May, 1969), 298-302.
 Examination of three classes of skills which beginning readers must master in order to perform the reading act successfully--task skills, oral language skills, and decoding skills.
- D-3c-19. Wilt, Miriam. "Talk-Talk-Talk," The Reading Teacher, 21 (April, 1968), 611-617.
 Discussion of the relationship of speaking-listening activities to the initial and continuing program in reading and writing.

D-4. Word Identification

D-4a. General Characteristics of Word Identification

D-4a-1. Research Reviews, Summaries, and Bibliographies

- D-4a-1-1. Gagon, Glen S. "Modern Research and Word Perception," Education, 86 (April, 1966), 464-479.

Review of the research on various aspects of word perception.

D-4a-2. Research Studies

- D-4a-2-1. Bach, Mary Jean, and Benton J. Underwood. "Developmental Changes in Memory Attributed," Journal of Educational Psychology, 61 (August, 1970), 292-296.

Report of two studies investigating the role played by the acoustic and associative characteristics of words and the retention of these words by second-grade and sixth-grade subjects.

- D-4a-2-2. Gates, Author I. "The Word Recognition Ability and the Reading Vocabulary of Second- and Third-Grade Children," The Reading Teacher, 15 (May, 1962), 443-448.

Report of a follow-up study to Arthur S. Trace's "Vocabulary Control in Basal Reading Material" conducted in 1958 and included in this study guide. Discussion of the results; issue taken with Trace's conclusions.

- D-4a-2-3. Hackney, Ben, Jr. "Reading Achievement and Word Recognition Skills," The Reading Teacher, 21 (March, 1968), 515-518.

Description of a study which was designed to identify the word recognition skills possessed by a random sample of fourth grade students in North Carolina, and to determine if there was a pattern of word recognition skills acquired by students on three reading achievement levels, and to further determine if there were certain word recognition skills taught in the basal reader program which did not contribute to reading achievement.

- D-4a-2-4. Kagan, Jerome. "Reflection--Impulsivity and Reading Ability in Primary Grade Children," Child Development, 36 (September, 1965), 609-628.

Report of a study which attempted to isolate factors that may be predictive of future retardation in acquiring reading skills; fast response time to visual matching problems and its accompanying high error scores were compared with long decision times and low error scores in the same subjects on both the first and second grade levels.

- D-4a-2-5. Langman, Muriel P., and Ralph D. Rabinovitch. "The Hawthorn Center Longitudinal Reading Study," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 432-436.
Report of a study which followed 96 school children's achievement in reading from grade one through grade six.
- D-4a-2-6. Marchbanks, Gabrielle, and Harry Levin. "Cues by Which Children Recognize Words," Journal of Educational Psychology 56 (April, 1965), 57-61.
A study of the techniques used by kindergarten and first grade children in recognizing words.
- D-4a-2-7. Samuels, S. Jay, and Merlin C. Whittrock. "Word-Association Strength and Learning to Read," Journal of Educational Psychology, 60 (June, 1969), 248-252.
A study of the degree of strength of association between word pairs and its facilitation of the learning to read these words.
- D-4a-2-8. Townsend, Agatha. "A Vocabulary in Reading," The Reading Teacher, 18 (December, 1964), 225-231.
A discussion of the direction and findings of research studies conducted during the early 1960's in the area of vocabulary development.
- D-4a-2-9. Wilson, Louis Ada. "Children's Realistic Vocabulary," Elementary English, 40 (January, 1963), 37-42, 77.
A study was made of a realistic list of vocabulary words for third grade children constructed from their original compositions and compared to five published studies--Edgar Dale's and Jeanne Chall's list of 3,000 familiar words, Arthur J. Gates' list of words suggested for the primary grades, the Gates' spelling list, Henry Rinstand's A Basic Vocabulary for Elementary School Children,

and Edward L. Thorndike and Irving Large's The Teacher's Word Book of 30,000 Words. Determined if words children used were included in these lists and the grade level placement.

D-4a-3. Theoretical Discussions

- D-4a-3-1. Bougere, Marguerite B. "Vocabulary Development in the Primary Grades," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 75-78.

Discussion of the vocabulary development program in the primary grades--its purposes, the general setting for language instruction, evaluation of the children's development, the disadvantaged child as a special case, and personalizing vocabulary development.

- D-4a-3-2. Chambers, J. Richard. "Extending the Sight Vocabulary," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 29-30.

Discussion of the increased need for an expanded sight vocabulary in the upper elementary grades, examination of both the values and limitations of sight vocabulary in the child's repertoire of word attack skills.

- D-4a-3-3. Cooper, J. Louis. "The Reading Program Spans the Total Curriculum," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 201-205.

Discussion of the scope and content of the reading program.

- D-4a-3-4. Kingston, Albert J. "Vocabulary Development," Journal of Reading, 8 (March, 1965), 265-271.

Summary-discussion of select research related to the development of children's vocabulary in the school setting with a listing of principles to be considered by teachers when planning for vocabulary work.

- D-4a-3-5. Larrick, Nancy. "The Reading Teacher and the School Library," The Reading Teacher, 17 (December, 1963), 149-151.

Importance of wide reading to skill development and development of permanent interests in reading.

- D-4a-3-6. Lewis, Juanita. "A Critical Look at Instruction in Word Recognition at the Elementary Level," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 55-59.

Identification and discussion of four major word recognition skills which are developed in a reading instructional program; critical examination of the instructional program developing these skills.

- D-4a-3-7. Oliver, Marvin E. "Initial Perception of Word Forms," Elementary English, 44 (April, 1967), 383-385.

Discussion of the development of a word attack approach in the beginning reader.

- D-4a-3-8. Stone, David R., and Vilda Bartschi. "A Basic Word List from Basal Readers," Elementary English, 40 (April, 1963), 420-427.

Compilation of a basic word list based on words introduced in five basal reader series--Scott-Foresman, Ginn, Macmillan, Houghton-Mifflin, and Heath--and the Fry and Dolch Word Lists; entries are graded for the mean grade level on which they are introduced.

- D-4a-3-9. Townsend, Agatha. "Vocabulary Building in School and College," The Reading Teacher, 14 (November 1960), 121-126.

Discussion of selected research studies which attest to the need for vocabulary building, various programs for vocabulary building and sources of ideas for implementing such programs.

- D-4a-3-10. Umstattd, Diana. "Developing Advanced Word Perception Skills," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 30-32.

Discussion of the need for a program of word attack training which allows upper elementary level pupils to read effectively any materials of interest to them; description of the use of such skills in an actual reading setting.

- D-4a-3-11. Vernon, M. D. "Major Approaches to Word Perception," Education, 86 (April, 1966), 459-463.

Discussion of the various ways in which children perceive words and the relationship between poor perception and backwardness in reading.

- D-4a-3-12. Wagner, Guy. "Building Vocabulary Power," Education, 87 (April, 1967), 503-508.

Discussion of the basic guidelines and objectives for building the vocabulary power of students with an examination of general and specific activities for developing this ability; bibliography of sources of developmental activities for vocabulary study.

D-4b. Phonetic Skills

D-4b-1. Research Reviews, Summaries, Bibliographies

- D-4b-1-1. Townsend, Agatha. "A New Bibliography on Phonics," The Reading Teacher, 15 (September, 1961), 49-52.

An annotated bibliography of selected research in phonics which followed the Emmett A. Betts (1956) and Nila B. Smith (1957) summaries and reviews of phonics research. Sixteen such studies including Betts' and Smith's are cited.

- D-4b-1-2. _____. "What Research Says to the Reading Teacher, A New Bibliography on Phonics," The Reading Teacher, 15 (September, 1961), 49-52.

Annotated bibliography of sixteen controlled studies or summaries of research related to phonics as a word identification skill.

- D-4b-1-3. Weintraub, Samuel. "A Critique of a Review of Phonics Studies," The Elementary School Journal, 67 (October, 1966), 34-40.

Critical examination of selected phonic studies listed as rigorously controlled research by the Gurren and Hughes analysis published in the April, 1965 issue of the Journal of Educational Research.

D-4b-2. Research Studies

- D-4b-2-1. Bailey, Mildred Hart. "The Utility of Phonic Generalizations in Grades One Through Six," The Reading Teacher, 20 (February, 1967), 413-418.

Summary of a study which sought to determine the utility of phonic generalizations in reading instruction through application of recommended generalizations to a list of words representative of words encountered in reading in grades one through six.

- D-4b-2-2. Boyd, Robert D. "Growth of Phonic Skills in Reading," Clinical Studies in Reading, III, eds. Helen M. Robinson and Helen K. Smith. Supplemental Educational Monographs, Vol. 97. Chicago: University of Chicago Press, 1968, pp. 68-87.

Report of a research study which was designed to plot the growth pattern of phonic skills for children in grades two through six.

- D-4b-2-3. Burmeister, Lou. "Vowel Pairs," The Reading Teacher, 21 (February, 1968), 445-452.

A study of the 17,310 words utilized in the Hanna, Hanna, Hodges and Rudorf study entitled Phoneme-Grapheme Correspondences as Cues to Spelling Improvement to determine the grapheme to phoneme relationships in order to classify the sounds of all "vowel-vowel" combinations.

- D-4b-2-4. Burrows, Alvina T., and Zyra Lourie. "When Two Vowels Go Walking," The Reading Teacher, 17 (November, 1963), 79-82.

A study of 5,000 highest frequency words on the Rinsland list to determine the validity of the "two-vowels-together rule." Exploration of other adjacent vowels such as ea, ai, ie, ee, y, w, and the diphthongs oy, ou, oi, ou, ew; suggestions for application of the findings to beginning reading.

- D-4b-2-5. Cleland, Donald L., and Harry B. Miller. "Instruction in Phonics and Success in Beginning Reading," The Elementary School Journal, 65 (February, 1965), 278-282.

Examination of the relationship between instruction in phonics and success in the beginning reading program.

- D-4b-2-6. Emans, Robert. "The Usefulness of Phonic Generalizations above the Primary Grades," The Reading Teacher, 20 (February, 1967), 419-425.
Summary of a study of the utility of phonic generalizations when applied to words occurring beyond the primary reading level.
- D-4b-2-7. Fuld, Paula. "Vowel Sounds in VCC Words," The Reading Teacher, 21 (February, 1968), 442-444.
Identification of the number of words in the "Basic Word List from Basal Readers" developed by Stone and Tracy in 1963 which have a short vowel before two consonants; determination of the grade levels where this pattern would be of most help to the child.
- D-4b-2-8. Heilman, Arthur W. "Research Findings Concerning Phonics in Beginning Reading," A Decade of Innovations: Approaches to Beginning Reading, ed. Elaine C. Vilsek. International Reading Association Conference Proceedings, Vol. 12, Part 3. Newark, Delaware: International Reading Association, 1968, pp. 100-107.
Summary of the major positions regarding phonics instruction which are supported by research.
- D-4b-2-9. Hillerich, Robert L. "Vowel Generalisations and First-Grade Reading Achievement," The Elementary School Journal, 67 (February, 1967), 246-250.
Report of an action-research project which assessed the effect of teaching vowel generalizations on first-grade reading achievement.
- D-4b-2-10. Murphy, Helen A. "Growth Perception of Word Elements in Three Types of Beginning Reading Instruction," The Reading Teacher, 19 (May, 1966), 585-589, 600.
Description of the findings of a study designed to compare the effects of a gradual approach to phonics instruction with a program of early teaching of letter names and sounds in beginning reading instruction.
- D-4b-2-11. Tovey, Duane R. "Relationship of Matched First Grade Phonics Instruction to Overall Reading Achievement and the Desire to Read," Some Persistent Questions on Beginning Reading, ed. Robert C. Aukerman. Newark, Delaware: International Reading Association, 1972, pp. 93-101.

Report of research designed to determine the relationship of matched phonics instruction to overall reading achievement and desire to read and to determine the degree to which phonics instruction is matched to the specific abilities of individual children.

D-4b-3. Theoretical Discussions

- D-4b-3-1. Bagford, Jack. "The Role of Phonics in Teaching Reading," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969- pp. 83-87.
Discussion of how phonics should be presented, what content should be included in the program, and when phonics should be emphasized in order to provide working guidelines for teachers planning instructional procedures.
- D-4b-3-2. Betts, Emmett A. "How Well Are We Teaching Reading?" Elementary English, 38 (October, 1961), 377-381.
An evaluation of present-day reading instruction in terms of meeting individual differences and children's interests, phonics, and thinking.
- D-4b-3-3. _____. "Word Perception Skills for Tomorrow," Education, 85 (May, 1965), 523-528.
Discussion of the linguistic contributions to word perception skills which are changing the patterns of phonics teaching--comparison of each new procedure with the older phonics method.
- D-4b-3-4. Cleland, Donald L., and Lorraine C. Morgan. "The Role of Phonics," Education, 87 (September, 1966), 3-6.
Discussion of the phonics controversy and presentation of a practical approach to the role which phonics should play in the reading instructional program.
- D-4b-3-5. Clymer, Theodore. "The Utility of Phonic Generalizations in the Primary Grades," The Reading Teacher, 16 (January, 1963), 252-258.
An informal study of the usefulness of phonic generalizations presented in four widely used sets of basal readers.

- D-4b-3-6. Cordts, Anna D. "When Phonics Is Functional," Elementary English, 40 (November, 1963), 748-750, 756.
A paper proposing the idea that the method of teaching phonics perhaps would lead to the reading difficulty attributed to the look-say method; explanation of functional phonics through illustration.
- D-4b-3-7. Durrell, Donald D. "Phonics Problems in Beginning Reading," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 19-25.
Discussion of the theoretical problems underlying the teaching of phonics in beginning reading.
- D-4b-3-8. Emans, Robert. "History of Phonics," Elementary English, 45 (May, 1968), 602-608.
A history of the phonics method of teaching from Colonial days to the present.
- D-4b-3-9. Mason, George E. "The Role of Phonics in the First Grade Program," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 27-29.
Discussion of the role assumed by phonics in the first grade program--how the knowledge of phonics helps improve children's efficiency in word recognition, when phonics instruction is most helpful for the child, and who receives the most help from instruction in phonics.
- D-4b-3-10. Piekarz, Josephine A. "Common Sense about Phonics," The Reading Teacher, 18 (November, 1964), 114-117.
Discussion of the proper place of phonics among the repertoire of word recognition skills.
- D-4b-3-11. Robinson, H. Alan. "Phonics Instruction--When? What? For Whom?" Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 224-228.
Discussion of three basic issues in phonics

instruction--the content of the program, the time instruction should begin, and who will profit most from such instruction--as seen in the findings of phonics-related research.

- D-4b-3-12. Samuels, S. Jay. "Letter-Name Versus Letter-Sound Knowledge in Learning to Read," The Reading Teacher, 24 (April, 1971), 604-608.

Discussion of the alternative explanations of why correlational studies have found letter-naming to be indicative of reading achievement in first grade when experimental projects training children in this task find no relation to later reading achievement.

- D-4b-3-13. Smith, Nila B. "Some Answers to Criticisms of American Reading Instruction," The Reading Teacher, 16 (December, 1962), 146-150.

A response to public criticism that children in America are not reading as well now as in former times, and that the reason for the lowered achievement is the exclusive use of the word method; contrast phonics vs. word method in historical perspective.

- D-4b-3-14. Staiger, Ralph C. "Agreement about Phonics," Elementary English, 41 (March, 1964), 204-206, 229.

A summarization of the major points of agreement reached at the Policy Conference on Reading in September of 1961 in response to growing public concern that phonics instruction was being neglected in the teaching of reading; explored teaching methods employed at this time.

- D-4b-3-15. Wardhaugh, Ronald. "A Linguist Looks at Phonics," Elementary English, 47 (January, 1971), 61-66.

Discussion of the strengths and weaknesses of phonics instruction as seen by a linguist.

D-4c. Structural Analysis

D-4c-1. Research Studies

- D-4c-1-1. Burmeister, Lou E. "The Effect of Syllabic Position and Accent on the Phonemic Behavior of Single Vowel Graphemes," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I.

Newark, Delaware: International Reading Association, 1969, pp. 645-649.

Report of a study designed to assess whether the commonly taught phonic generalizations apply more often for some individual single-vowel graphemes than for others and to study the role of accent or stress as a cue to phonemic behavior.

- D-4c-1-2. Winkley, Carol L. "The Utilization of Accent Generalizations in Identifying Unknown Multisyllabic Words," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 603-610.

Report of a study designed to determine the extent to which pupils learn and apply certain generalizations concerning the placement of accent when unlocking unfamiliar words of more than one syllable.

D-4c-2. Theoretical Discussions

- D-4c-2-1. Breen, L. C. "Vocabulary Development by Teaching Prefixes, Suffixes, and Root Derivatives," The Reading Teacher, 14 (November, 1960), 93-97.

Discussion of vocabulary development through the teaching of prefixes, suffixes, and root derivatives; their operation as syllables open the possibility of the child's attaining a large working vocabulary provided he is capable of making a transfer of the training.

- D-4c-2-2. Glass, Gerald G. "The Strange World of Syllabication," The Elementary School Journal, 67 (May, 1967), 403-405.

Discussion of the purposes of syllabication instruction in reading instructional programs with an examination of the weaknesses of such objectives caused by the true nature of syllabication.

- D-4c-2-3. Groff, Patrick. "Dictionary Syllabication--How Useful?" The Elementary School Journal, 72 (December, 1971), 107-117.

Examination of the two theoretical positions taken by reading specialists and linguists toward teaching syllabication as a necessary word recognition skill; proposal of six essentials upon

which a new approach to syllabication may be based.

- D-4c-2-4. Groff, Patrick. "To Teach or Not to Teach Accents," The Elementary School Journal, 62 (January, 1962), 218-221.

Discussion of the positions taken by recognized reading authorities regarding the need for teaching the placement of the accent mark; no empirical research was available in this area on which evaluations of these positions could be made.

- D-4c-2-5. Johnson, Dale D., and Edward Merryman. "Syllabication: The Erroneous VCCV Generalization," The Reading Teacher, 25 (December, 1971), 267-270.

General discussion of syllabication and its usefulness in unlocking the pronunciation of new words with special attention being given to three syllabication rules.

- D-4c-2-6. Schell, Leo M. "Teaching Structural Analysis," The Reading Teacher, 21 (November, 1967), 133-137.

A paper exploring some of the problems which accompany the context of structural analysis as found in professional methods textbooks and basal reading series.

- D-4c-2-7. Wardhaugh, Ronald. "Syl-lab-i-ca-tion," Elementary English, 34 (November, 1966), 785-788.

Critical examination of the manner in which syllabication is taught in the schools when viewed within the context of linguistic findings about the English syllable.

D-4d. Context Clues

D-4d-1. Research Studies

- D-4d-1-1. Biemiller, Andrew. "The Development of the Use of Graphic and Contextual Information as Children Learn to Read," Reading Research Quarterly, 6 (Fall, 1970), 75-96.

Report of research which analyzed the oral reading errors made by first grade children during one school year; errors were analyzed in terms of their contextural constraints or "making sense" in light of preceding context and graphic

constraints or graphic approximation of error response to printed word; three major phases of development were identified.

D-4d-2. Theoretical Discussions

- D-4d-2-1. Burns, Paul C. "Vocabulary Growth Through the Use of Context in Elementary Grades," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 79-85.

Discussion of the use of context clues as an important aid for vocabulary growth in the elementary grades.

- D-4d-2-2. Dulin, Kenneth L. "Using Context Clues in Word Recognition and Comprehension," The Reading Teacher, 23 (February, 1970), 440-445, 469.

Discussion of the uses of context clues to enhance word recognition and comprehension; suggestions for instructing students in their use.

- D-4d-2-3. Emans, Robert. "Use of Context Clues," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 76-82.

Discussion of the uses of context clues and how they work in word recognition with proposal of a simplified classification scheme of context skills which teachers can use as a guide for instructional planning.

- D-4d-2-4. Roberts, Dodd E. "Paving the Way . . ." Reading and Inquiry, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 87-89.

Discussion of the values and underlying principles of beginning "content reading" or study-skill instruction in the primary grades.

D-4e. Dictionary Skills

- D-4e-1. Artley, A. Sterl. "Readiness for Dictionary Usage," Elementary English, 41 (April, 1964), 348-350.

A discussion of the various aspects of dictionary readiness--readiness for locating words, readiness for deriving the meaning, readiness for pronunciation--which are essential before instruction in the use of the dictionary.

- D-4e-2. Butler, George E. "Using the Elementary School Library," Education, 84 (December, 1963), 213-216.
Discussion of the role assumed by the library of an elementary school with specific attention given to reference skills which must receive systematic attention of the students are to use the library effectively.
- D-4e-3. Carlson, Ruth Kearney. "A Dictionary Is Born," Elementary English, 41 (April, 1964), 395-403.
Description of the making of Webster's Third New International Dictionary (1961) with notes on the momentous changes which dictionaries have undergone.
- D-4e-4. Monroe, Marion. "The Use of Picture Dictionaries in the Primary Grades," Elementary English, 41 (April, 1964), 340-345, 347.
Explanation of the purpose served by the use of picture dictionaries in the primary grades.
- D-4e-5. Mower, Morris L., and LeRoy Barney. "Which Are the Most Important Dictionary Skills?" Elementary English, 45 (April, 1968), 468-471.
Presentation of a list of the most important dictionary skills for both teachers and students to know--as agreed upon by leading dictionary authorities.
- D-4e-6. Parke, Margaret B. "Picture Dictionaries--Tools for Primary Grades," Education, 84 (September, 1963), 23-29.
Discussion of the nature, purposes, and uses of picture dictionaries with primary grade children.
- D-4e-7. Shores, Louis. "The Other Half--Where to Find It," Education, 84 (December, 1963), 202-206.
Discussion of the importance of being acquainted with reference materials and knowing how to use them.

- D-4e-8. Wagner, Guy. "Teaching Dictionary Usage, " Education, 84 (November, 1963), 187-189.
Discussion of the values of dictionary study and the developmental sequencing of dictionary skills in the instructional program.
- D-5. Comprehension Skills
- D-5a. Research Reviews, Summaries, and Bibliographies
- D-5a-1. Adams, R. Buchanan. "Reading Comprehension and Reading Speed: A Discussion of Research," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 241-243.
Review of research which was designed to determine the relationship between reading comprehension and reading speed.
- D-5a-2. Eller, William, and Judith G. Wolf. "Developing Critical Reading Abilities," Journal of Reading, 10 (December, 1966), 192-198.
Examination of the research investigating the specific abilities which comprise the skill of critical reading and the extent to which instruction can develop these abilities; implications are drawn for classroom procedures.
- D-5a-3. Gray, Marian. "Research and Elementary School Critical Reading Instruction," The Reading Teacher, 22 (February, 1969), 453-459.
Discussion of the findings of research studies exploring the possibility of teaching students how to read critically.
- D-5a-4. King, Martha L., and Bernice D. Ellinger. "An Annotated Bibliography of Critical Reading Articles," Elementary English, 44 (April, 1967), 365-377.
Annotated bibliography of the literature pertaining to critical reading with entries classified according to the following types: theoretical articles, research reports, and methods and materials for teaching critical reading.
- D-5a-5. Klare, George R. "The Role of Word Frequency in Readability," Elementary English, 45 (January, 1968), 12-22.

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Discussion of the research designed to identify the role played by the frequency with which words appear in a passage in aiding comprehension or readability.

- D-5a-6. Nemeth, Joseph. "Critical and Creative Reading and Thinking," The Reading Teacher, 22 (February, 1969), 477-479.
Annotated bibliography of selected references exploring critical and creative reading.
- D-5a-7. Nurss, Joanne R. "Oral Reading Errors and Reading Comprehension," The Reading Teacher, 22 (March, 1969), 523-527.
Description of studies designed to examine the relationship between the number of oral reading errors a second grade child is likely to make and the syntactic complexity of the sentences he is reading.
- D-5a-8. Schneyer, J. Wesley. "Syntactical Structure and Reading Comprehension," The Reading Teacher, 23 (February, 1970), 467-469.
Examination of selected research studies which explored the relation of syntactical structures of written material to comprehension of the materials when they are read.
- D-5a-9. White, William F., Albert J. Kingston, and Wendell W. Weaver. "Spatial Dimensions in Reading Comprehension," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 677-681.
Discussion of the authors' research studies seeking to determine the relationship between dimensions of affect (feeling) and cognition (thinking) in reading comprehension; proposal of some preliminary hypotheses and suggested rough model to be used to help clarify the complex phenomena involved in the reading process.
- D-5b. Research Studies
- D-5b-1. Benz, Donald A., and Robert A. Rosemier. "Word Analysis and Comprehension," The Reading Teacher, 21 (March, 1968), 558-563.

Description of a study which compared fourth grade children's scores on the Gates Level of Comprehension Test with their performances on the Bond, Clymer, Hoyt Silent Reading Diagnostic Tests to assess the effect of certain reading skills on comprehension at this level.

- D- 5b-2. Covington, Martin V. "Some Experimental Evidence on Teaching for Creative Understanding," The Reading Teacher, 20 (February, 1967), 390-396.
Examination of the relationship between the act of reading, reading comprehension, and creative thought; description of research carried out by the Berkeley Creativity Project and especially the General Problem Solving Program which consists of self-instructional lessons designed to help fifth grade students master a number of thinking strategies which will help them solve problems.
- D- 5b-3. Davis, John E. "The Ability of Intermediate Grade Pupils to Distinguish between Fact and Opinion," The Reading Teacher, 22 (February, 1969), 419-422.
Description of a study designed to assess the ability of fourth, fifth, and sixth grade pupils to distinguish between statements of fact and statements of opinion.
- D- 5b-4. Goudey, Charles E. "Reading--Directed or Not?" Elementary School Journal, 70 (February, 1970), 245-247.
A report of a research study designed to investigate the validity of providing directed reading to improve silent reading comprehension.
- D- 5b-5. Herriot, Peter. "The Comprehension of Syntax," Child Development, 39 (March, 1968), 273-282.
Report of research studying the ability of children, ages five to nine, to comprehend the meaning of sentences whose semantic content was varied.
- D- 5b-6. Holmes, Jack A. "Speed, Comprehension and Power in Reading," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 143-149.
Discussion of the relationship between speed of reading and comprehension in reading with

identification of a higher goal than faster reading--that of power of reading or reading to obtain a working knowledge of the ideas presented in print; theoretical discussion of power of reading and report of a Substrata-Factor Analysis of 56 tests to identify the substrata factors underlying power in reading; presentation and discussion of models of power in reading.

- D-5b-7. Jan-Tausch, James. "Concrete Thinking as a Factor in Reading Comprehension," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 161-164.
Report of a research study of the relationship existing between reading comprehension and concrete thinking--is there a difference in the abstract and concrete behavior exhibited between the advanced and retarded readers.
- D-5b-8. Lundsteen, Sara W. "Critical Reading and Listening," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 306-308.
Report of a research study designed to investigate the relationship between critical listening, critical reading, and related variables at the elementary school level in addition to assessing whether growth in critical listening results from training; transfer from training in critical listening to reading and to critical reading was also investigated.
- D-5b-9. Maw, Wallace H., and Ethel W. Maw. "Children's Curiosity as an Aspect of Reading Comprehension," The Reading Teacher, 15 (January, 1962), 236-240.
A pilot study of curiosity as a factor in reading comprehension.
- D-5b-10. Niles, Olive S. "Comprehension Skills," The Reading Teacher, 17 (September, 1963), 2-7.
An exploration of three basic abilities which discriminate between the reader who comprehends well and the reader who does not.

- D-5b-11. Nurss, Joanne R. "Children's Reading: Syntactic Structure and Comprehension Difficulty," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 571-575.

Report of the effects which sentences of varying structural complexity have on primary grade children's oral reading, silent reading, and listening comprehension.

- D-5b-12. Oakan, Robert, Morton Wiener, and Ward Cromer. "Identification, Organization, and Reading Comprehension for Good and Poor Readers," Journal of Educational Psychology, 62 (February, 1971), 71-78.

A study designed to assess the relationship of identification and organization to comprehension for both good and poor readers.

- D-5b-13. Reddin, Estoy. "Listening Instruction, Reading, and Critical Thinking," The Reading Teacher, 21 (April, 1968), 654-658.

Description of a study which sought to determine the effectiveness of specific instruction in listening skills for raising the levels of reading skills development and increasing the ability to read critically in fourth, fifth, and sixth grade pupils.

- D-5b-14. Ruddell, Robert B. "Reading Comprehension and Structural Redundancy in Written Material," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 308-311.

Report of a research study designed to determine if level of reading comprehension is a direct function of the amount of redundancy of syntactical elements used in written materials.

- D-5b-15. _____. "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension," The Reading Teacher, 18 (January, 1965), 270-275.

A study conducted to investigate the effect of the similarity of oral and written patterns of language structure on reading comprehension.

- D-5b-16. Shnayer, Sidney W. "Relationships between Reading Interest and Reading Comprehension," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 698-702.

Report of a study investigating the relationship of reading interests to comprehension of what is read.

- D-5b-17. Smith, William L. "The Effect of Transformed Syntactic Structures on Reading," Language, Reading, and the Communication Process, ed. Carl Braun. Newark, Delaware: International Reading Association, 1971, pp. 52-62.

Report of research designed to determine whether syntactically more complex structures increase reading difficulty or whether all students, regardless of grade level, have the same syntactic skills and read with equal facility material written at different levels of syntactical maturity, provided the vocabulary and content are held constant.

- D-5b-18. Svedman, Shirley. "Semantic Sensitivity and Reading Achievement," The Reading Teacher, 23 (April, 1970), 640-646, 648.

An exploratory study of semantic sensitivity with full discussion and illustration of the test instrument designed to measure certain factors thought to be characteristic of semantic sensitivity.

- D-5b-19. Tatham, Susan M. "Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study at Grades Two and Four," Reading Research Quarterly, 5 (Spring, 1970), 402-426.

A study of the effects on reading comprehension of having students of varying sex and grade level achievement read sentences using oral sentence patterns most common on their level with comprehension of sentences written with infrequent oral patterns. Implications are drawn for beginning reading instruction, the writing of classroom materials for children, and uses of tests measuring the relative difficulty of select oral language patterns as well as suggestions for further research.

- D-5b-20. Warner, Delores. "The Role of Pupil Judgment in Reading Instruction," The Reading Teacher, 23 (November, 1969), 108-111.
Study of the effect on reading achievement of encouragement of pupil judgment in the guided reading lesson in first grade classes.
- D-5b-21. Wolf, Willavene, Martha L. King, and Charlotte S. Huck. "Teaching Critical Reading to Elementary School Children," Reading Research Quarterly, 3 (Summer, 1968), 435-498.
Report of a research project exploring the feasibility of teaching elementary school children how to read critically and to determine the relationship between critical reading ability and factors such as intelligence and sex.
- D-5b-22. Zeman, Samuel S. "Reading Comprehension and Writing of Second and Third Graders," The Reading Teacher 23 (November, 1969), 144-150.
Description of a study exploring the relationship between the measured reading comprehension and basic sentence types and sentence structural patterns in the composition writing of second and third graders.
- D-5c. Theoretical Discussions
- D-5c-1. Adams, Phyllis J. "Primary Creative Reading," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 119-122.
Discussion of the relationship of critical reading to creative reading and proposal of a set of guidelines to be used by teachers of primary children in the development of this higher level of reading.
- D-5c-2. Allen, Robert L. "Better Reading Through the Recognition of Grammatical Relations," The Reading Teacher, 18 (December, 1964), 194-198.
Explanation of a new approach to grammar through sector analysis which helps students understand sentence units and their relationship.
- D-5c-3. Amster, Harriett. "Concept Formation in Children," Elementary English, 42 (May, 1965), 543-552.

Discussion of the process of concept formation in children as documented by the research of others as well as that of the author; examination of the acquisition of word meanings and the role of verbalization in the acquisition of concepts.

- D-5c-4. Anthony, Sally, and Harry V. Barnard. "Consistency--An Aspect Neglected in Critical Thinking," Educational, 88 (April-May, 1968), 326-330.
Proposal of the idea that contradiction should be examined in the classroom and description of an instrument designed to measure the extent of this contradiction.
- D-5c-5. Artley, A. Sterl. "Influence of Specific Factors on Growth in Interpretation," Reading: Seventy-five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 71-80.
Discussion of four areas in which new findings have been added and thinking has been extended in relation to the interpretive process.
- D-5c-6. Beery, Althea. "Clustering Comprehension Skills to Solve Problems," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 109-115.
Discussion of the operation of comprehension skills during critical reading and in problem solving situations.
- D-5c-7. Bormuth, John R. "New Developments in Readability Research," Elementary English, 44 (December, 1967), 840-845.
Discussion of the research advances made in measuring the difficulty children have in understanding materials, the measuring and describing of the linguistic features of the materials that are important in affecting comprehension, and expanding and refining readability formulas to use in appraising the usefulness of reading materials for particular levels of reading ability.
- D-5c-8. Cameron, Jack R. "Syntax and Semantics," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 93-98.

Discussion of the relevance of reading programs and reading materials for instruction to the realistic description of how speakers of English use the language today in various situations; suggestions are made for relating the common uses of language to the instructional program.

- D-5c-9. Carlson, Ruth K. "Divergent Thinking Processes for Motivation," Education, 85 (May, 1965), 551-555.
Exploration of divergent thinking as a means for increasing critical and creative reading ability.
- D-5c-10. Caskey, Helen. "Guidelines for Teaching Comprehension," The Reading Teacher, 23 (April, 1970), 649-654, 669.
A discussion exploring the teachability of higher levels of reading comprehension in the classroom. Suggestions are offered for developing higher level comprehension through guided reading.
- D-5c-11. Cleland, Donald. "A Construct of Comprehension," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 59-64.
Presentation of a construct or model of comprehension; description of the mental steps involved in the process of comprehending a passage.
- D-5c-12. Cohn, Marvin. "Structured Comprehension," The Reading Teacher, 22 (February, 1969), 440-444, 489.
Description of a procedure which could help students become aware of the patterns of their functioning while reading and aware of how others do it with suggestions helping those who have difficulty comprehending what they read become more proficient in the use of patterns which would help them understand better.
- D-5c-13. Cramer, Ronald L. "Setting Purposes and Making Predictions: Essential to Critical Reading," Journal of Reading, 13 (January, 1970), 259-262.
Discussion of the importance of purpose setting behavior to critical reading and the use of the directed reading lesson as a medium through which the student can be taught to read and think

critically. Suggests the steps in a directed reading lesson which the teacher can utilize in developing these skills.

- D-5c-14. Cushenbery, Donald C. "Building Effective Comprehension Skills," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 100-103.

Explanation of the concept of reading comprehension and the skills involved with proposed guidelines for its teaching and evaluation in the classroom.

- D-5c-15. D'Angelo, Edward. "Critical Thinking in Reading," Elementary English, 48 (December, 1971), 946-950.

Discussion of the tendency of authors of theoretical papers discussing reading to equate the concepts of critical reading and critical thinking; identification of two different concepts involved in the critical reading discussions found in reading literature.

- D-5c-16. Deighton, Lee C. "The Flow of Thought Through an English Sentence," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 322-326.

Identification of English sentence structures which limit the student's grasp of the meaning of a passage if he is not aware of the manner in which they signal meaning.

- D-5c-17. Devine, Thomas G. "Can We Teach Critical Thinking?" Elementary English, 41 (February, 1964), 154-155.

Examination of critical thinking as an entity for teaching; examination of its development within the context of critical reading and critical listening.

- D-5c-18. Emig, Janet A. "Grammar and Reading," Recent Developments in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 95. Chicago: University of Chicago Press, 1965, pp. 125-129.

Explanation of the new definition of the concept of grammar as it is currently being used by linguists; discussion of its development in students and its effect on comprehension.

- D- 5c-19. Ennis, Robert H. "A Definition of Critical Thinking," The Reading Teacher, 17 (May, 1964), 599-612.
 Presentation of a list of nine major aspects of critical thinking with accompanying criteria for judging statements; designed as a guide for classroom instructional use.
- D- 5c-20. Finder, Morris. "Comprehension: An Analysis of the Task," Journal of Reading, 13 (December, 1969), 199-202, 237-240.
 Discussion of what is meant by reading comprehension through an analysis of the tasks involved when a person reads a discourse (argument and exposition)--word perception, vocabulary, and rate are intentionally not discussed for the sake of clarity.
- D- 5c-21. Goodman, Kenneth S. "Dialect Barriers to Reading Comprehension," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 240-242.
 General discussion of dialect differences among speakers with specific attention given to those differences which can possibly cause difficulties in learning to read.
- D- 5c-22. Guszak, Frank J. "Teacher Questioning and Reading," The Reading Teacher, 21 (December, 1967), 227-234.
 An examination of the question and answer interaction between the teacher and her students in the reading circle as to the manner in which the reading-thinking skills were developed. Identifies levels of thinking topped by the teacher's questions. Offers suggestions for a teacher to identify her specific tactics.
- D- 5c-23. Huck, Charlotte S. "Reading Literature Critically," Ivory, Apeas, and Peacocks: The Literature Point of View, ed. Sam L. Sebesta. International Reading Association Conference Proceedings, Vol. 12, Part II. Newark, Delaware: International Reading Association, 1968, pp. 45-51.
 Discussion of the proposal that appreciation of literature can be enhanced by the children's reading it critically; identification of the skills necessary for reading literature critically.

- D-5c-24. Huus, Helen. "Critical Aspects of Comprehension," Elementary English, 48 (May, 1971), 489-494.
Discussion of critical reading as a phase of comprehension; definition of critical reading with discussion of its development.
- D-5c-25. _____. "Critical and Creative Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 115-117.
Discussion of the special skills involved in both critical and creative reading which children on the upper elementary level must develop in order to obtain the fullest meaning from their reading.
- D-5c-26. Ives, Sumner. "Syntax and Meaning," Recent Developments in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 95. Chicago: University of Chicago Press, 1965, pp. 129-133.
Discussion of the manner in which syntax provides clues to the meaning of English sentences.
- D-5c-27. Jenkinson, Marion D. "Laying the Foundation for a Critical Reading Program in the Primary Grades," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 112-114.
Discussion of critical reading as a necessary and feasible component of the reading instructional program in the primary grades.
- D-5c-28. Karlin, Robert. "Critical Reading Is Critical Thinking," Education, 84 (September, 1963), 8-11.
Discussion of critical reading as another form of critical thinking since reading cannot occur without thought.
- D-5c-29. _____. "Sequence in Thoughtful and Critical Reaction to What Is Read," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1960, pp. 74-79.
Discussion of the skills and abilities which should be developed to permit students of all levels to react thoughtfully and critically to what they read.

- D-5c-30. Kerfoot, James F. "Problems and Research Considerations in Reading Comprehension," The Reading Teacher, 18 (January, 1965), 250-256.
An analysis of factors which cause difficulties in the teaching of comprehension.
- D-5c-31. Langer, John H. "Vocabulary and Concepts: Essentials in the Reading-Thinking Process," The Elementary School Journal, 69 (April, 1969), 381-385.
Discussion of the role which concepts and meaning vocabulary play in the reading-thinking process or comprehension of what is read.
- D-5c-32. Langman, Muriel Potter. "Set, Attention, and Purpose in Reading," Education, 83 (May, 1963), 532-536.
Discussion of set, attention, and purpose in their relationship to comprehension while reading with implications for their development during reading instruction.
- D-5c-33. Levine, Isidore. "The Fallacy of Reading Comprehension Skills," Elementary English, 47 (May, 1970), 672-677.
A summary evaluation of the separate skills identified by writers as comprising reading comprehension. The fallacies of such classifications are examined and a remedy proposed.
- D-5c-34. Light, Timothy. "The Reading-Comprehension Passage and a Comprehensive Reading Program," English Language Teaching, 24 (January, 1970), 120-124.
Discussion of the weaknesses of the "reading comprehension passage" currently in use for teaching English as a second language to students. A suggested outline of materials to be developed ranging from primary through intensive reading levels should be used at appropriate times in students' instruction.
- D-5c-35. Painter, Helen W. "Critical Reading in the Primary Grades," The Reading Teacher, 19 (October, 1965), 35-39.
Discussion of the importance of critical thinking and suggestions for its development in the primary grades.

- D- 5c-36. Quaintance, Brother William J. "Critical Reading-- As If There's Any Other Kind," The Reading Teacher, 20 (October, 1966), 49-53.

Discussion of the general nature of critical reading and the characteristics of a critical reader.

- D-5c-37. Root, Shelton J., Jr. "Mobilizing All the Language Arts," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings. Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 107-109.

Discussion of comprehension as the result of meaningful reading; exploration of the role which the other language arts play in achieving this comprehension.

- D- 5c-38. Russell, David H. "The Prerequisite: Knowing How to Read Critically," Elementary English, 40 (October, 1963), 579-582, 597.

A discussion of critical reading placed within the larger context of critical thinking; nine principles relating to critical thinking and supported by research findings are offered as guides to action in developing critical thinking.

- D- 5c-39. Semmelmeier, Madeline. "General Semantics and the New Education," Education, 83 (May, 1963), 551-555.

Discussion of the nature of semantics and its importance for education today.

- D- 5c-40. Simons, Herbert D. "Reading Comprehension: The Need for a New Perspective," Reading Research Quarterly, 6 (Spring, 1971), 338-363.

Review of the seven major approaches used by researchers of the process of reading comprehension for the information they provide about the process; a new direction for the study of comprehension is suggested.

- D- 5c-41. Smith, Helen K. "Sequence in Comprehension," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1960, pp. 51-56.

Identification and discussion of the hierarchy of comprehension skills; discussion of the increasingly complex selections to which a child

is exposed as he moves from grade level to grade level.

- D- 5c-42. Smith, Nila Banton. "The Good Reader Thinks Critically," The Reading Teacher, 15 (December, 1961), 162-171.
A look at the blanket term "comprehension" in a new light to stimulate fresh thinking and to delineate the true fundamentals of meaningful reading--(1) concepts, (2) linguistic ability, and (3) the use of the thinking process.
- D- 5c-43. _____. "The Many Faces of Reading Comprehension," The Reading Teacher, 23 (December, 1969), 249-259, 291.
Exploration of the need for concentrated teaching of the comprehension skills; proposal of a four category grouping of comprehension skills ranked in ascending order to assist teachers in planning classroom instruction in this area.
- D- 5c-44. _____. "What Is Critical Reading?" Elementary English, 40 (April, 1963), 409-410.
Discussion of the term "critical reading" for the purpose of identifying its proper position as a skill in comprehension.
- D-5c-45. Stauffer, Russell G. "Why Pupil Purposes for Reading?" Education, 83 (May, 1963), 541-545.
Discussion of reading as a thinking process with reading purposes stemming from the children's own thinking, not the teacher's questions.
- D- 5c-46. Torrence, E. Paul. "Bringing Creative Thinking into Play," Education, 85 (May, 1965), 547-550.
Discussion of extending children's reading skills by allowing creative thinking to assume a role in reading activities.
- D- 5c-47. Wardeberg, Helen L. "Critical Reading," Elementary English, 44 (March, 1967), 247-251.
Consideration of various views of the components of critical reading for the purpose of isolating common characteristics which specifically identify critical reading.
- D- 5c-48. Young, Doris. "Critical Thinking: Basis for Discrimination," Elementary English, 43 (May, 1966), 509-514.

Discussion of the development of discriminant readers through the development of critical thinking as a basis for that discrimination; review of research and current theory relating to critical thinking.

D-6. Study Skills

D-6a. Research Reviews, Summaries, and Bibliographies

- D-6a-1. Berg, Paul C., and Victor M. Rentel. "Improving Study Skills," Journal of Reading, 9 (April, 1966), 343-348.

Summary of research studies which analyze specific study skills for their contributions to improving student efficiency; because no concise list of study skills has been drawn up and agreed upon by reading experts, David H. Russell's proposed list in Children Learn to Read guided the selection of the research to be included.

- D-6a-2. Weintraub, Samuel. "Reading Graphs, Charts, and Diagrams," The Reading Teacher, 20 (January, 1967), 345-349.

Discussion of the findings of research related to children's use of graphic materials; whether skill in the use of these aids can be taught, and the logical progression in teaching skills of reading charts, diagrams, and graphs are explored.

D-6b. Theoretical Discussions

- D-6b-1. Artley, A. Sterl. "Effective Study--Its Nature and Nurture," Forging Ahead in Reading, ed. J. Allen Figural. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 10-19.

Paper exploring the many facets of study--its nature, the reading-study purpose, the skills involved in study, and study skills programs.

- D-6b-2. Baldrige, Kenneth P. "Study Reading and Subject Needs," Reading as an Intellectual Activity, ed. J. Allen Figural. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 78-81.

Presentation and discussion of four models of the reading-study skills which group all subskills of study reading into four broad categories for ease of student and teacher evaluation.

- D- 6b-3. Dawson, Mildred A. "Learning to Use Books Effectively," Education, 83 (September, 1962), 20-22.
Proposal of a developmental sequence of teaching children to use books skillfully and efficiently.
- D- 6b-4. Frinsko, William, and George M. Drew. "Look It Up! But Can They?" Elementary English, 49 (January, 1972), 74-76.
Descriptive Analysis of index entries contained in reading, mathematics, science, and social studies texts for grade two, four, and six.
- D- 6b-5. Horn, Thomas D. "Work-Study Skills: Some Neglected Areas," Education, 81 (May, 1961), 521-523.
Discussion of the development of selected work-study skills in functional situations.
- D- 6b-6. Lamb, Pose. "Helping the Elementary School Child Use the Dictionary More Effectively," Elementary English, 41 (April, 1964), 404-409, 412.
Description of factors under an elementary school teacher's control which can be used to improve the child's use of the dictionary.
- D- 6b-7. Pooley, Robert C. "The School Dictionary: Source Book for the Study of English," Elementary English, 41 (April, 1964), 380-387, 394.
Exploration of the dictionary as a source-book from which to teach children about the characteristics of the English language.
- D- 6b-8. Shores, J. Harlan. "Organizing and Teaching the Research Study Skills in the Elementary School," Elementary English, 48 (October, 1971), 648-651.
Identification of four clusters of research study skills; detailed discussion of the knowledges and skills commonly employed in one of those clusters--locating information with suggestions for their development.
- D- 6b-9. Smith, Nila B. "Teaching Study Skills in Reading," The Elementary School Journal, 60 (December, 1959), 158-162.

Discussion of the concept of study skills in reading; identification of those skills common to all study situations and the specific study skills utilized only in each specialized content area: mathematics, science, and social studies.

- D-6b-10. Townsend, Agatha. "A Developmental Program in Study Skills?" The Reading Teacher, 16 (January, 1963), 261-264.

An exploration of the thinking on the place of study-type skills in the reading program from the elementary school through college.

D-7. Rate of Reading

D-7a. Research Reviews, Summaries, and Bibliographies

- D-7a-1. Schmidt, Bernard. "Changing Patterns of Eye Movement," Journal of Reading, 9 (May, 1966), 379-385.

Summaries of the studies which have been made of the basic characteristics of the eye-movement process and report of an original study of the effects of specific training on the efficiency of eye-movement patterns.

- D-7a-2. Weintraub, Samuel. "Factors Related to Reading Rates," The Reading Teacher, 21 (April, 1968), 663-669.

Review of the research investigating the variance in reading rates among individuals.

- D-7a-3. _____. "Research," The Reading Teacher, 21 (November, 1967), 169-173.

An examination of research investigating pupil's understanding of the concept of flexibility in rate of reading for different purposes, whether they practiced flexibility, and if such ability could be taught to elementary pupils.

D-7b. Research Studies

- D-7b-1. Amble, Bruce R. "Phrase Reading Training and Reading Achievement of School Children," The Reading Teacher, 20 (December, 1966), 210-218.

Description of the findings of a study which was designed to compare the effectiveness of two

approaches of phrase training on subsequent reading achievement of intermediate grade subjects.

- D-7b-2. Braam, Leonard. "Developing and Measuring Flexibility in Reading," The Reading Teacher, 16 (January, 1963), 247-251.
A study designed to determine if flexibility of rate of reading occurs after a reading improvement program; construction of an instrument which determined if this quality could be measured.
- D-7b-3. Calfee, Robert C., and Penny Jameson. "Visual Search and Reading," Journal of Educational Research, 62 (December, 1971), 501-505.
A study of the relations between speed of reading, the number of target items for which the subject was searching, and the number of target occurrences in the text--tasks similar to those occurring in normal reading.
- D-7b-4. Leeds, Donald S. "A Summary of Research on the Relationship between Speed and Comprehension in Reading," Journal of the Reading Specialist, 9 (December, 1969), 83-96.
A survey of research which proposes to measure the relationship of speed and comprehension in reading. Cites those studies abstracted in journals and notes they pertain mostly to elementary or college level subjects--junior high and high school subjects not reported on much.
- D-7b-5. Shores, J. Harlan. "Are Fast Readers the Best Readers?--A Second Report," Elementary English, 38 (April, 1961), 236-245.
Report of the findings of an expanded study of the rate with which good readers read varying types of materials. Sixth graders and skilled adult readers are compared for variation of rate. Rate of reading is separated into component aspects for a more adequate measure. An understanding of statistical t-tests and product moment correlations would be helpful. However, the findings are carefully explained.
- D-7b-6. _____. "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers," Elementary English, 37 (November, 1960), 461-468.
Report of a study which compared the able adult readers with the sixth graders in their

ability to vary their rate of reading when reading for different purposes.

- D-7b-7. Singer, Harry. "A Developmental Model for Speed of Reading in Grades Three Through Six," Reading Research Quarterly, 1 (Fall, 1965), 29-49.
Report of a research study designed to isolate the factors which contribute to power and speed in reading; presentation of a model which shows the relationship of the various substrata factors which accompany the development of speed of reading in grades three to six.
- D- 7c. Theoretical Discussion
- D- 7c-1. Berger, Allen. "Questions Asked about Speed Reading," The Clearinghouse, 44 (January, 1970), 272-278.
An attempt to provide sufficient background information on the factors involved in speed reading and the results of specialists' work in this area to help a teacher decide if a course in speed reading is what he needs--provides a background against which proposals for increasing speed in the elementary school can be evaluated.
- D-7c-2. Carrillo, Lawrence W. "Developing Flexible Reading Rates," Journal of Reading, 8 (April, 1965), 322-325.
Presentation of ten statements concerning improvement of rates of reading in the classroom based upon the theory that the amount of understanding dictated by the purpose of the reader is the major determiner of speed of reading.
- D-7c-3. Leeds, James P. "Speed Reading and Visual Training," Education, 81 (May, 1966), 554-556.
Paper discussing the optometric basis of speed reading with description of a program of visual training using optometric type equipment to increase the speed of already adequate readers.
- D-7c-4. McCracken, Robert A. "Internal Versus External Flexibility of Reading Rate," Journal of Reading, 8 (January, 1965), 208-209.
A paper elaborating upon what is meant by flexibility of rate in reading by examining both the internal and external controls applied by the reader as he reads.

- D-7c-5. McDonald, Arthur S. "Flexibility in Reading," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 81-85.

Explanation of the nature and function of flexibility in reading based upon the findings of research.

- D-7c-6. Shores, J. Harlan. "Dimensions of Reading Speed and Comprehension," Elementary English, 45 (January, 1968), 23-28, 43.

Identification of those factors which are related to the ability to read and those factors that are actually reading itself, to aid the reader in understanding the reading process; discussion of speed as a concomitant of the interaction between the reader's purpose for reading and his experiential background.

- D-7c-7. Spache, George D. "Is This a Breakthrough in Reading?" The Reading Teacher, 15 (January, 1962), 258-263.

A scientific analysis of the claims made by news media about the success of the Reading Dynamics Institute of Washington, D. C., whose workshops are held throughout the country under the direction of Mrs. Evelyn Wood. The opinions expressed are based upon research in reading pertaining to this subject.

- D-7c-8. Stauffer, Russell G. "Speed Reading and Versatility," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 206-210.

Discussion of the compatibility of the concept of speed of reading to the concept of flexibility of reading.

- D-7c-9. Steinacher, Richard. "Reading Flexibility: Dilemma and Solution," Journal of Reading, 15 (November, 1971), 143-150.

Discussion of the weaknesses inherent in proposing to teach flexibility in rates of reading; proposal of procedures to identify exactly the tasks to be performed which lead to increased flexibility.

- D-7c-10. Stevens, George L., and Reginald C. Orem. "Characteristic Reading Techniques of Rapid Readers," The Reading Teacher, 17 (November, 1963), 102-108.
Report of observations of 2,000 professional adults in the Washington, D. C. area whose purpose was to increase their speed of reading; discussion of those characteristics common to all of the fast readers.
- D-7c-11. Stolarz, Theodore J. "Speed of Reading," Education, 87 (September, 1966), 30-32.
Discussion of what is meant by speed of reading.
- D-7c-12. Tinker, Miles A. "Devices to Improve Speed of Reading," The Reading Teacher, 20 (April, 1967), 605-609.
Discussion of the usefulness of devices on the instructional supply market which are designed to improve the speed of reading by training eye movements.

D-8. Oral and Silent Reading

D-8a. Research Studies

- D-8a-1. Balmuth, Miriam. "Phoneme Blending and Silent Reading Achievement," Some Persistent Questions on Beginning Reading, ed. Robert C. Aukerman. Newark, Delaware: International Reading Association, 1972, pp. 106-111.
Report of research examining the relationship between phoneme blending and silent reading achievement to determine if boys and girls differ in their ability to blend phonemes.
- D-8a-2. Burke, Carolyn L., and Kenneth S. Goodman. "When a Child Reads: A Psycholinguistic Analysis," Elementary English, 47 (January, 1970), 121-129.
Report of a study of one child's miscues while reading orally using Goodman's Taxonomy of Cues and Miscues in Reading with discussion of data.
- D-8a-3. Elder, Richard A. "Oral Reading Achievement of Scottish and American Children," The Elementary School Journal, 71 (January, 1971), 216-230.
Comparison of the oral reading achievement of groups of Scottish and American children for

the purposes of obtaining evidence on differences in age of starting formal instruction and in the nature of instruction; the relationship between developmental and instructional factors in learning to read orally was also assessed.

- D-8a-4. McGuigan, F. J., Barbara Keller, and Eleanor Stanton. "Covert Language Responses during Silent Reading," Journal of Educational Psychology, 55 (October, 1964), 339-343.
A study of the covert language responses--chin and lip activity, breathing rate change, and subvocalization--manifested by readers from grade one through college levels when reading silently.
- D-8a-5. Moore, Walter J. "The Skimming Process in Silent Reading," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 203-206.
Discussion of the weaknesses in the research and textbook writings about the skimming process in silent reading with discussion of the author's observations on the findings of such research at the University of Illinois.
- D-8a-6. Neville, Mary H. "Effects of Oral and Echoic Responses in Beginning Reading," Journal of Educational Psychology, 59 (October, 1968), 362-369.
A study of the effects of providing an echoic or oral response before silent reading on the improvement of achievement in the reading of first grade children and on the reduction of their vocalization.
- D-8a-7. Resnick, Lauren B. "Relations between Perceptual and Syntactic Control in Oral Reading," Journal of Educational Psychology, 61 (October, 1970), 382-385.
A study of the relations between perceptual and syntactic factors in reading as evidenced by third- and fifth-graders and college students using the eye-voice span technique.
- D-8a-8. Wilson, Robert H. "Oral Reading Is Fun," The Reading Teacher, 19 (October, 1965), 41-43.
Description of an action research project for improving the oral reading skills of intermediate grade children.

D-8b. Theoretical Discussions

- D-8b-1. Cammarota, Gloria. "Word Groups in Speech and in Reading," The Reading Teacher, 18 (November, 1964), 94-97.
Discussion of words which serve as signals for word groups and their relationship to reading with proposals for classroom procedures in making the children aware of these.
- D-8b-2. Duffy, Thomas F. "Oral Reading for Its Own Sake," Elementary English, 41 (October, 1964), 597-599.
Examination of the value of oral reading in the reading instructional program in view of the current findings of linguists, reading experts, and college teachers.
- D-8b-3. Frierson, Edward C. "The Role of Oral Reading," Education, 87 (September, 1966), 21-24.
Review of the traditional values of oral reading accompanied by descriptions of expanded uses developed by researchers and imaginative teachers.
- D-8b-4. Lloyd, Bruce A. "The Chimera of Oral Reading," Education, 86 (October, 1965), 196-108.
Discussion of the real purpose of reading instruction with an evaluation of both oral and silent reading to determine the most appropriate means of achieving this purpose.
- D-8b-5. White, James D. "Sequence of Skills in Oral Interpretation," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs. Vol. 90. Chicago: University of Chicago Press, 1960, pp. 174-179.
Identification and discussion of two major categories of oral reading skills--interpretation for effective reception of meaning and interpretation for effective conveyance of meaning.
- D-8b-6. Wildebush, Sarah W. "Oral Reading Today," The Reading Teacher, 18 (November, 1964), 139-140.
An examination of the usefulness of oral reading within today's reading instructional program.

- D-8b-7. Winston, Gertrude C. "Oral Reading and Group Reading," Elementary English, 40 (April, 1963), 392-393, 410.

A discussion of oral reading in its relation to group reading--when it should be done, its usefulness, and prerequisites for success.

E. READING IN THE CONTENT AREAS

E-1. General Overview

- E-1-1. Gates, Arthur I. "The Nature and Function of Reading in the Content Areas," New Frontiers in Reading, E. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 149-153.

Discussion of the new trends in the teaching of the content subjects, the resources for use in content teaching which are available now, and suggestions for future teaching and research in these areas.

- E-1-2. Janes, Edith. "Assessing the Reading Needs of Students in the Content Areas," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 97-100.

Discussion of the purposes for assessing the reading needs of students in the content areas plus a discussion of the techniques available to the classroom teacher for this purpose.

- E-1-3. Kennedy, Larry. "Textbook Usage in the Intermediate-Upper Grades," The Reading Teacher, 24 (May, 1971), 723-729.

Discussion of the importance of an intermediate-upper grade teacher's providing specific instruction to help pupils use subject matter textbooks efficiently.

- E-1-4. McAnarney, Harry. "Why an Increased Emphasis on Guided Reading," Education, 87 (May, 1967), 558-561.

Discussion of the nature of subject matter texts which necessitates a teaching approach similar to that of the basal reader, especially for the phase which sets purposes for the reading.

- E-1-5. Nemeth, Joseph S. "In Other Magazines--Reading in the Content Areas," The Reading Teacher, 21 (January, 1968), 387-391.
Annotated references to three studies on reading in the content areas.
- E-1-6. Scott, Carrie M. "The Relationship between Intelligence Quotients and Gain in Reading Achievement with Arithmetic Reasoning, Social Studies, and Science," The Journal of Educational Research, 56 (February, 1963), 322-326.
A study of the relationship existing between intelligence scores and gain in reading, arithmetic reasoning, social studies, and science achievement in addition to determining whether a gain in reading achievement is related to a gain in arithmetic reasoning, social studies, and science achievement.
- E-1-7. Shepherd, David L. "Reading, Language Arts, and the Content Areas," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 93. Chicago: University of Chicago Press, 1963, pp. 72-78.
Discussion of the development of the language skills which are basic to further learning in the content areas as they are developed through actual use in the unit problem-solving approach.
- E-1-8. Stauffer, Russell G. "A Vocabulary Study Comparing Reading, Arithmetic, Health and Science Texts," The Reading Teacher, 20 (November, 1966), 141-147.
Description of the construction of four basic word counts--one in each of these areas, arithmetic, health, science, and reading--and discussion of the findings in relation to teaching in the classroom.
- E-1-9. Townsend, Agatha. "Applied Reading--A Bibliography," The Reading Teacher, 16 (December, 1963), 189-194, 201.
A bibliography of 20 studies of a theoretical nature related to instruction in mathematics, social studies and the natural sciences where reading is "applied" or used as a tool for further learning.
- E-1-10. Wagner, Guy. "What Schools Are Doing--Developing Reading Power in the Content Areas," Education, 85 (October, 1965), 122-124.

Proposal of a list of criteria by which a teacher in any content-area subject can check to see if he is effectively teaching reading in his subject.

- E-1-11. Weintraub, Samuel. "Research," The Reading Teacher, 21 (December, 1967), 283-285.

An examination of research documenting the problems students experience in reading textbooks in the areas of science and social studies.

- E-1-12. Whipple, Gertrude. "Sequence in Reading in the Content Areas," Sequential Development of Reading Ability, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 90. Chicago: University of Chicago Press, 1960, pp. 124-129.

Discussion of three major factors which govern sequence in developing reading abilities in the content areas--basic concepts and generalizations, the type of problems to be solved, and the research techniques required.

E-2. Social Studies

- E-2-1. Aaron, Ira A. "Developing Reading Competencies Through Social Studies and Literature," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 107-110.

Discussion of ten specialized reading competencies necessary for effective reading in social studies and literature.

- E-2-2. Arnsdorf, Val F. "Readability of Basal Social Studies Materials," The Reading Teacher, 16 (January, 1963), 243-246.

An analysis of several basal social studies texts for the elementary school to determine levels of readability within and between the books of a series.

- E-2-3. _____. "The Influence of Indefinite Terms of Time and Space on Comprehension of Social Studies Materials," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 159-161.

Report of a research study designed to measure the effect which indefinite terms of time and space have on children's comprehension of social studies materials.

- E-2-4. Herber, Harold L. "Reading Study Skills: Social Studies," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 94-96.
Discussion of a dilemma faced by social studies teachers--that of either helping students master the content of the subject or take time for teaching specified study skills; discussion of how this dilemma can be resolved.
- E-2-5. Huus, Helen. "Antidote for Apathy--Acquiring Reading Skills for Social Studies," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 81-88.
Discussion of three major categories of skills--pronunciation, meaning, and application--whose development will allow social studies reading to become interesting and meaningful.
- E-2-6. Inbody, Donald. "Maps and Globes: A Story of the Earth," The Elementary School Journal, 60 (February, 1960), 270-273.
Discussion of the sequential development of map and globe skills with examination of the particular skills involved; suggestions of appropriate activities for developing these are given.
- E-2-7. Kohn, Clyde F. "Reading in the Social Studies, Especially Geography," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part 1. Newark, Delaware: International Reading Association, 1965, pp. 485-487.
Discussion of three basic considerations in social studies teaching--the emphasis to be placed upon concepts and generalizations, the manner in which these concepts and generalizations are acquired by the young student, and how reading is related to their development and to the acquisition of effective methods of inquiry--set within the area of geography for exemplification.

- E-2-8. Massey, Will J. "Critical Reading' in the Content Areas," Reading as an Intellectual Activity, ed J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 104-107.
Discussion of the processes involved when a person reads critically with elaboration on the form these processes take on the primary, intermediate and upper-grade levels and in the social studies curriculum.
- E-2-9. Nemeth, Joseph S. "In Other Magazines--Content Reading-Study Skills," The Reading Teacher, 21 (December, 1967), 291-293.
Discussion of professional interest in teaching content reading-study skills with two annotated references explaining the relation of reading to social studies and English.
- E-2-10. Robinson, H. Alan. "Reading Skills Employed in Solving Social Studies Problems," The Reading Teacher, 18 (January, 1965), 263-269.
An investigation of the reading skills which fourth grade pupils actually use as they attempt to solve problems--a pilot study utilizing the interview and introspective techniques as well as analysis of written reports.
- E-2-11. Sabaroff, Rose. "Map Interpretation in the Primary Grades," The Elementary School Journal, 64 (November, 1963), 59-67.
Identification of four objectives based on the philosophy that mental growth is continuous and depends on both physical maturity and learning; discussion of ten map skills which need development in order to achieve these four objectives.
- E-2-12. Witty, Paul A. "The Role of Reading in the Social Studies," Elementary English, 39 (October, 1962), 562-569, 583.
Discussion of the relation of all areas in the curriculum in producing children with permanent interests in reading; content subjects of mathematics, science, social studies, and literature are very suitable for this, yet each presents unique reading skills which the child must master in addition to basic reading skills; explores the area of social studies in detail.

E-3. Science

- E-3-1. Hudgins, William K., and Ronald E. Reed. "Reading: The Science Teacher's Concern," Science and Children, 7 (November, 1969), 19-21.

Success in the content area of science is closely correlated with a child's mastery of reading skills.

- E-3-2. Mallinson, George G. "Teaching the Essential Reading Skills in Science," Forging Ahead in Reading, J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 234-240.

Discussion of the major cultural pressures which are creating changes in the vocabulary and the teaching of reading in the natural sciences; implications are drawn for research needed to determine the instructional procedures which would be most effective in line with the advanced knowledge of the physical sciences.

- E-3-3. McAda, Harleen W., and Carolyn N. Hedley. "Reading and the New Science," Science Education, 53 (March, 1969), 151-153.

An analysis of a new science program called Intermediate Science Curriculum Study centered at Florida State University is made to determine the extent to which developmental reading skills coordinate with the program.

- E-3-4. Milligan, Jerry L., and Raymond J. O'Toole. "Breaking the Word Barrier in Science," The Elementary School Journal, 70 (November, 1969), 86-90.

Discussion of the value of a science reading vocabulary in helping the student obtain information about science independently; examination of the techniques available for the development of such a vocabulary.

- E-3-5. Romano, Michael J. "Reading and Science: A Symbolic Relationship," Education, 81 (January, 1961), 273-276.

An exploration of the relationship of reading as a spur to scientific experimentation and of science experiences as a spur to further reading.

- E-3-6. Shepherd, David L. "Teaching Science and Mathematics to the Seriously Retarded Reader in the High School," The Reading Teacher, 17 (September, 1963), 25-30.
Examination of weaknesses of retarded readers in science and mathematics with suggestions for direct instruction to alleviate the problem.
- E-3-7. Williams, David L. "Rewritten Science Materials and Reading Comprehension," The Journal of Educational Research, 61 (January, 1968), 204-206.
A study of the effects upon comprehension and rate of reading when sixth-grade science materials are rewritten on a third grade level and used by poor, average, and above average students.
- E-4. Mathematics
- E-4-1. Aaron, Ira. "Reading in Mathematics," Journal of Reading, 8 (May, 1965), 391-395, 401.
Identification and discussion of five areas of responsibility which a mathematics teacher has in teaching the specialized reading skills and understandings of his subject.
- E-4-2. Barman, Henry A. "Developing Reading Competencies Through Mathematics and Science," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 110-112.
Identification of eight characteristics of content materials of science and mathematics with suggestions of how these programs of instruction can be improved.
- E-4-3. Botel, Morton. "The Study Skills in Mathematics," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 89-92.
Discussion and description of two specific study skills in mathematics--skill in relating mathematical statements to real world situations and skill in dealing with open-ended problems.

- E-4-4. Coulter, Myron L. "Verbal Problem Solving in Intermediate Grades," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 303-306.
Report of a research study designed to determine whether the ability of intermediate grade students to solve verbal problems could be increased by special instruction in selected arithmetic-reading skills; also studied were experimental teaching materials and an experimental test instrument.
- E-4-5. Earp, N. Wesley. "Observations on Teaching Reading in Mathematics," Journal of Reading, 13 (April, 1970), 529-532.
Discussion of the prevailing thinking about the teaching of reading in mathematics; both surveys and experimental research are examined.
- E-4-6. Fay, Leo. "Reading Study Skills: Mathematics and Science," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 92-94.
Analysis of the areas of math and science for the particular reading study skills peculiar to each which upper elementary students must master.
- E-4-7. Morgenstern, Anne. "Reading Mathematical Material," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 132-136.
Discussion of the difficulties experienced by students when reading modern mathematical materials with implications for classroom instruction.
- E-4-8. Olander, Herbert T., and Charles L. Ehmer. "What Pupils Know about Vocabulary in Mathematics--1930 and 1968," The Elementary School Journal, 71 (April, 1971), 361-367.
Report of a research study designed to assess children's knowledge of mathematical vocabulary while using the "New Mathematics" books with the vocabulary knowledge of children in 1930, since a mathematical vocabulary is necessary for understanding the reading materials of the subject.

- E-4-9. Vanderlinde, Louis F. "Does the Study of Quantitative Vocabulary Improve Problem Solving?" The Elementary School Journal, 65 (December, 1964), 143-152.

Report of a study which investigated the achievement gain in arithmetic problem-solving when the specialized quantitative vocabulary was acquired by using direct-study techniques; the mean gain of children of various intellectual levels and sex was also investigated.

- E-4-10. Willmon, Betty. "Reading in the Content Area: A 'New Math' Terminology List for the Primary Grades," Elementary English, 48 (May, 1971), 463-471.

Report of a study which examined eight modern math books used in the primary grades for the new words or mathematical vocabulary presented; compilation of a list of new math terminology.

F. GROUPING FOR INSTRUCTION

F-1. Research Reviews, Summaries, and Bibliographies

- F-1-1. Oliver, Marvin E. "Organizing for Reading Instruction," The Elementary School Journal, 71 (November, 1970), 97-104.

Summary of the research which provides data on the degree to which various grouping practices within classes or between classes or grades increase achievement in reading.

F-2. Research Studies

- F-2-1. Balow, Bruce, and James Curtin. "Reading Comprehension Score as a Means of Establishing Homogeneous Classes," The Reading Teacher, 19 (December, 1965), 169-173.

Description of a study which was designed to determine the effectiveness of using the reading comprehension score as a means of reducing the range of differences in skills among relatively bright third grade children to form homogeneous classes.

- F-2-2. Balow, Irving H. "A Longitudinal Evaluation of Reading Achievement in Small Classes," Elementary English, 46 (February, 1969), 184-187.

Report of a longitudinal study designed to compare the reading achievement of children who had had two or more years of small group instruction with those who had had only one year or none.

F-2-3.

Balow, Irving H. "Does Homogeneous Grouping Give Homogeneous Groups?" The Elementary School Journal, 63 (October, 1962), 28-32.

Report of two controlled research projects designed to evaluate two major assumptions held by proponents of homogeneous grouping (1) once pupils have been placed into such groups individual differences in achievement have been severely limited, and (2) increased achievement is an automatic result of homogeneous classes.

F-2-4.

Berkun, Mitchell M., Lloyd W. Swanson, and David M. Sawyer. "An Experiment on Homogeneous Grouping in Reading in Elementary Classes," The Journal of Educational Research, 59 (May-June, 1966), 413-414.

Report of a study comparing the achievement of students in grades three, four, and five when taught in a homogeneous grouping situation with the achievement of others in their same grades taught in a heterogeneous situation.

F-2-5.

Daniel, John Emerson. "The Effectiveness of Various Procedures in Reading Level Placement," Elementary English, 39 (October, 1962), 590-600.

A research study conducted to establish if certain common devices used for reading level group placement was better suited for the task than some of the others; instruments utilized included Gates Advanced Primary Reading Test for Grade 2 and Grade 2, Buck's County Reading Test, and the Kilgallen Informal Reading Inventory, Form I. Comparisons were made to a teacher grouping pattern utilizing 3 and 5 groups.

F-2-6.

Groff, Patrick J. "A Survey of Basal Reading Practices," The Reading Teacher, 15 (January, 1962), 232-235.

A survey of actual grouping practices employed by teachers using the basal reader approach. Sampled the degree to which teachers used the concept of flexible grouping proposed by reading authorities.

- F-2-7. Hawkins, Michael D. "Mobility of Students in Reading Groups," The Reading Teacher, 20 (November, 1966), 136-140.
Report of a study which replicated Patrick J. Groff's 1962 survey of basal reading grouping practices to determine the extent to which pupils are mobile in their classroom reading groups.
- F-2-8. _____. "Changes in Reading Groups," The Reading Teacher, 21 (October, 1967), 48-51.
Description of the findings of a survey of eight teachers' reasons for moving a child from one reading group to another; basal reader instruction employing three ability groups was the main mode of instruction.
- F-2-9. Healy, Ann Kirtland. "Changing Children's Attitudes toward Reading," Elementary English, 40 (March, 1963), 255-257, 279.
An experiment employing varying grouping patterns to determine if the attitudes of three heterogeneous groups of ten-year olds could be changed.
- F-2-10. Justman, Joseph. "Reading and Class Homogeneity," The Reading Teacher, 21 (January, 1968), 314-316, 334.
Description of a study which sought to determine whether class growth (not individual pupil) in reading as measured by the Metropolitan Reading Test is associated with both the homogeneity of the class and its initial reading achievement level.
- F-2-11. Klausmeier, Herbert J., William Wiersma, and Chester W. Harris. "Efficiency of Initial Learning and Transfer by Individuals, Pairs, and Quads," Journal of Educational Psychology, 54 (June, 1963), 160-164.
A study of the efficiency with which university students acquired concepts when working initially as individuals, in pairs, and in groups of four and the effect which this has on immediate and delayed problem solving.
- F-2-12. Lott, Albert J., and Bernice Lott. "Group Cohesiveness and Individual Learning," Journal of Educational Psychology, 57 (April, 1966), 61-73.
A study of the degree to which group cohesiveness engenders a higher drive level in individual members and results in better performance on learning tasks.

- F-2-13. Marita, Sister M. "Beginning Reading Achievement in Three Classroom Organizational Patterns," The Reading Teacher, 20 (October, 1966), 12-17.
Description of a study conducted to compare reading achievement under three classroom organizational patterns for reading instruction: a modified individualized organizational pattern, a three-to-five group organizational pattern, and the whole-class "child-centered" pattern.
- F-2-14. Myers, Kent E., Robert M. W. Travers, and Mary Eve Sanford. "Learning and Reinforcement in Student Pairs," Journal of Educational Psychology, 56 (April, 1965), 67-72.
A study of the effects which pairing pupils for the learning of programmed material requiring rote memorization has on both members of the pair in their ability to learn.
- F-2-15. Putt, Robert C., and Darrel D. Ray. "Putting Test Results to Work," The Elementary School Journal, 65 (May, 1965), 439-444.
Identification of the two purposes of classroom testing in reading; report of a study which was designed to evaluate the contributions that reading measurements--standardized and informal--make to classroom grouping for instruction.
- F-2-16. Rothrock, Dayton G. "Heterogeneous, Homogeneous, or Individualized Approach to Reading?" Elementary English, 38 (April, 1961), 233-235.
A comparison of three patterns of grouping as a means of organizing the reading class for instruction in grades four and five. Cautions teachers and administrators of trying to find one magic way of rearranging teachers or pupils to find answers to all reading problems. The teacher makes the difference.
- F-3. Theoretical Discussions
- F-3-1. Burrows, Alvina T. "Classroom Organization for Learners and Teachers," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 134-136.
Paper proposing that decisions for classroom

organization of reading activities must be based upon two principles: (1) the purposes of the instruction, and (2) present knowledge of group dynamics and individual learning.

- F-3-2. Crosby, Muriel. "Organizing for Reading Instruction," Elementary English, 37 (March, 1960), 169-173.
Discussion of the purposes and bases for grouping children in the classroom for reading instruction and an examination of some of the problems inherent in organizing for reading instruction.
- F-3-3. Cushenberry, Donald C. "Constructive Ways of Grouping for Reading Instruction," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 140-142.
Identification of four guidelines for grouping in the intermediate grades; discussion of three commonly used plans--the Jopkin Plan, the individualized approach, and the basal materials approach.
- F-3-4. Durr, William K. "Types of Activities in a Well Balanced Program," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 130-131.
Discussion of classroom organization as one of the means by which a teacher can effect efficient reading instruction in the upper elementary grades.
- F-3-5. Durrell, Donald D. "Balancing the Reading Program," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 131-133.
Discussion which explores the desirability of achieving balance in the reading program in the upper elementary grades--should one of the goals of organizing for reading instruction be "scheduling the proper proportion of basal reading, recreational reading, and content reading"?
- F-3-6. Fay, Leo C. "Patterns of Grouping in the Content Areas," Reading Instruction in Various Patterns

of Grouping, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 89. Chicago: University of Chicago Press, 1959, pp. 63-68.

Discussion of the issue of grouping in the content fields--present practices, special content related problems, the effects of new patterns of grouping on growth in reading in the content areas, and the type of organization which is most effective in the content areas.

- F-3-7. Flierl, Nina T. "Large Group Reading Instruction," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 50-52.
Discussion of the purposes and procedures involved when large group instruction is used for reading instruction.
- F-3-8. Gray, William S. "The Evolution of Patterns of Instructional Organization," Reading Instruction in Various Patterns of Grouping, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 89. Chicago: University of Chicago Press, 1959, pp. 14-19.
A history of the roles which both individualized and group instruction have played in meeting the needs of society through organizational plans for instruction.
- F-3-9. Hunt, Lyman C., Jr. "A Grouping Plan Capitalizing on the Individualized Reading Approach," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 290-295.
Description of the operation of flexible grouping within an individualized reading setting.
- F-3-10. Kierstead, Reginald. "Homogeneous Grouping Too Rigid," Education, 86 (March, 1966), 421-425.
Presentation of documented examples showing the rigidity of homogeneous grouping.
- F-3-11. Lamming, Frank W. "Dyadic Reading," Elementary English, 39 (March, 1962), 244-245.
An examination of the usefulness of dyadic or paired grouping in the classroom with suggestions for developing such groups.

- F-3-12. Malmquist, Eve. "Organizing Instruction to Prevent Reading Disabilities," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 36-39.
Discussion of the classroom organizational and instructional procedures which would help prevent reading disabilities.
- F-3-13. Meehan, Mary, and Richard A. Schusler. "Small Groups in Sixth Grade," The Elementary School Journal, 67 (February, 1967), 241-245.
Discussion of the values accruing from small group organization for learning in a classroom; description of the operation of a cycle plan for small group work in sixth grade classes for an entire year.
- F-3-14. Mozzi, Lucille M. "Using the Results of Evaluation for Grouping in Kindergarten Through Grade Three," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 42-45.
Discussion of two forms of grouping, one school-wide, the other within a particular classroom as a means of implementing meaningful learning experiences for groups of children.
- F-3-15. Ogletree, Earl J., and V. E. Ujlaki. "Role Disparities and Homogeneous Ability Grouping," Education, 91 (February-March, 1971), 250-257.
Discussion of the effects, both positive and negative, which ability grouping has on the child's perception of his role in the group.
- F-3-16. Parker, Don H. "Organizational Patterns for Effective Reading Instruction," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, vol. 8. New York: Scholastic Magazines, 1963, pp. 100-104.
Identification of two major elements in schooling--training or skill-getting and education or skill-using; discussion of the organizational techniques available to the classroom teacher for developing both elements.

- F-3-17. Ramsey, Wallace Z. "Organizing to Care for Individualized Differences," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 143-145.
Discussion of the differences between individuals as posing a persistent and enduring problem to educators who have developed various organizational plans to meet the needs; the non-graded school is seen as a unique new development.
- F-3-18. Roberts, Hermese E. "Using the Results of Evaluation for Grouping in Grades Four Through Six," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 45-49.
Discussion of the basis for all grouping techniques in grades four through six--evaluation--with descriptions of how the results of evaluation might influence the particular grouping choice.
- F-3-19. Russo, Wallace. "Subtleties of the Reading Group," The Reading Teacher, 23 (February, 1970), 429-431.
Examination of the many values accruing from pupil interaction within a group situation.
- F-3-20. Sheldon, William D. "Differentiating Instruction to Provide for the Needs of Learners in Primary Grades Through Organizational Practices," New Frontiers in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 5. New York: Scholastic Magazines, 1960, pp. 23-26.
Discussion of the patterns of classroom organization or grouping in the primary grades and their purpose.
- F-3-21. Stauffer, Russell G. "The Role of Group Instruction in Reading," Elementary English, 41 (March, 1964)-230-234, 250.
Investigation of the role which group instruction fulfills in the classroom reading instruction.
- F-3-22. Stonecipher, B. L. "Grouping in the Classroom," Education, 83 (October, 1962), 77-79.
Description of various types of homogeneous grouping with evaluation of the merits of each.

- F-3-23. Strang, Ruth. "Effective Use of Classroom Organization in Meeting Individual Differences," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 164-170.
Discussion of the many classroom organizational patterns which provide for individual differences; a continuum ranging from the class as a whole to the individual member reading by himself receives attention.
- F-3-24. Wagner, Guy. "What Schools Are Doing--Ability Grouping," Education, 81 (March, 1961), 445.
Discussion of the bases for grouping children for instruction because of their varying competence levels.
- F-3-25. Wilson, Richard C. "Criteria for Effective Grouping," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 275-277.
Identification of two major types of grouping patterns with discussion of both the values of grouping and commonly held fallacies concerning it; presentation of a list of guidelines for use in determining grouping practices.
- F-3-26. Wolfe, Josephine B. "Organizing for Reading Instruction in Grades Four, Five, and Six--A Four Dimensional Approach," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 38-40.
Presentation and discussion of a four dimensional structure for reading instruction in grades four, five, and six--design, diagnosis, direction, and destination.

G. TEACHING METHODOLOGY AND MATERIALS

G-1. Eclecticism in Reading Methodology

G-1a. Research Studies

- G-1a-1. Blakely, W. Paul, and Beverly McKay. "Individualized Reading as a Part of an Eclectic Reading Program," Elementary English, 43 (March, 1966), 214-219.
 Descriptions of the findings of a survey of Iowa schools in grades four, five, and six, who used individualized reading as part of an eclectic reading program.

G-1b. Theoretical Discussions

- G-1b-1. Artley, A. Sterl. "An Eclectic Approach to Reading," Elementary English, 38 (May, 1961), 320-327.
 An examination of the strengths and weaknesses of Group Basal Reader Instruction and Individualized Reading as seen by leading reading researchers and carefully controlled research. Implications are made for classroom instruction.
- G-1a-2. Barbe, Walter B. "A Personalized Reading Program," Education, 87 (September, 1966), 33-36.
 Description of the operation of a personalized reading program which allows the teacher to utilize as many methods as are necessary to help each child read successfully.
- G-1b-3. Botel, Morton. "We Need a Total Approach to Reading," The Reading Teacher, 13 (April, 1960), 254-257.
 Paper proposing that simply deciding to use either the basal reader or the individualized instructional program is not sufficient in reading instruction; what is needed is an integration of the best of all programs into one comprehensive program; factors to be considered in developing a total approach are discussed.
- G-1b-4. Bovee, Oliver H. "Which Method of Teaching Reading Is the Best?" Education, 92 (February-March, 1972), 1-3.
 Identification of two major categories of reading instruction with discussion of current approaches as they signify one or the other or combine the two categories.

- G-1b-5. Carlton, Lessie, and Robert H. Moore. "The Effects of Self-Directive Dramatization on Reading Achievement and Self-Concept of Culturally Disadvantaged Children," The Reading Teacher, 20 (November, 1966), 125-130.
Description of a study in which self-directive dramatization used as a basic reading instruction technique is compared with the basal reader approach in the first, second, third, and fourth grades.
- G-1b-6. Dechant, Emerald. "Teacher Differences and Reading Method," Education, 86 (September, 1965), 40-43.
Analysis of the teacher's role in achieving successful results with various approaches to teaching reading.
- G-1b-7. _____. "Why an Eclectic Approach in Reading Instruction?" Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 28-32.
Discussion of the concept of true eclecticism and the consequences which acceptance of this concept implies.
- G-1b-8. Frostig, Marianne. "Corrective Reading in the Classroom," The Reading Teacher, 18 (April, 1965), 573-580.
An examination of alternate methods of helping children learn to read, basal, individualized, and language-experience methods have proven their worth in practice.
- G-1b-9. Jaranko, Arreta. "Danger Points in Reading Instruction," The Reading Teacher, 22 (March, 1969), 507-509.
Identification of two grave danger points in a child's learning to read with possible explanations for this failure based on test results of reading failures screened at the George Peabody College Reading Center.
- G-1b-10. Lichtman, Marilyn. "Keys to a Successful Reading Program," The Reading Teacher, 24 (April, 1971), 652-658.
Discussion of six factors which contribute to a successful reading program--behaviorally

stated objectives, diagnosis of each individual, variety of materials, structured, organized teaching of reading skills, meaningful reinforced procedures, and continuous evaluation based on objectives.

- G-1b-11. Manning, John C. "Eclectic Reading Instruction for Primary Grade Success," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 332-337.
- Explanation of the concept of eclectic reading instruction with examination of the interaction among the various modes through which children learn--visual, auditory, tactile, the materials available for reading instruction, and the teacher.
- G-2. Materials Used for Reading Instructional Purposes
- G-2a. Commercial Reader Series
- G-2a-1. Research Reviews, Summaries, and Bibliographies
- G-2a-1-1. Chall, Jeanne. "Research in Linguistics and Reading Instruction: Implications for Further Research and Practice," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 560-571.
- Review of research relating the work of descriptive linguists to reading instruction with evaluation of studies which examined the influence of context on the word recognition of beginning readers; discussion of the contributions which linguistics can make to the understanding of the comprehension process.
- G-2a-1-2. Devine, Thomas G. "Linguistic Research and the Teaching of Reading," Journal of Reading, 9 (March, 1966), 273-277.
- Summary of the controlled research investigating the relationship of linguistics and reading; especially beginning reading, and identification of three significant areas of linguistic influence beyond beginning reading.

- G-2a-1-3. Gunderson, Doris. V. "Are Linguistic Programs Different?" Some Persistent Questions on Beginning Reading, ed. Robert C. Aukerman. Newark, Delaware: International Reading Association, 1972, pp. 115-125.

Examination of those studies which explored the features unique to "linguistic" basal readers, those which explain that a linguistic program is more than a reader, and research using principles of the language structure to determine if dialect training improves the reading scores of Black Dialect speaking children as well as the effects of oral language improvement programs.

- G-2a-1-4. Wardhaugh, Ronald. "Current Linguistic Research and Its Implications for the Teaching of Reading," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 553-560.

Discussion of the findings of linguistic research and their implications for the teaching of reading.

G-2a-2. Research Studies

- G-2a-2-1. Carroll, John B. "Linguistics and the Psychology of Language," Review of Educational Research, 34 (April, 1964), 119-126.

Summary and review of those research studies in the areas of linguistics and the psychology of language which would be of interest to language arts educators.

- G-2a-2-2. Criscuolo, Nicholas P. "How Effective Are Basal Readers with Culturally Disadvantaged Children?" Elementary English, 45 (March, 1968), 364-365.

Report of a research study evaluating the effectiveness of using the basal reader approach with disadvantaged third grade children--basal using all enrichment exercises recommended by the publisher compared with basal using only skills development sections.

- G-2a-2-3. Dykstra, Robert. "The Effectiveness of Code- and Meaning-Emphasis Beginning Reading Programs," The Reading Teacher, 22 (October, 1968), 17-23.

Discussion of the effectiveness of code-emphasis programs in beginning reading instruction

as supported by data obtained from the Cooperative Research Program in First-Grade Instruction sponsored by the U.S. Office of Education.

- G-2a-2-4. Edward, Sister Mary. "A Modified Linguistic Versus a Composite Basal Reading Program," The Reading Teacher, 17 (April, 1964), 511-515, 527.
Report of the findings of a research study in Detroit, Michigan, comparing the achievement of fourth grade children taught by a composite basal approach supplemented by a word recognition program that had a modified linguistic emphasis with matched fourth-grade children in Dubuque, Iowa, taught by a composite basal method alone.
- G-2a-2-5. Fagan, William T. "Transformations and Comprehension," The Reading Teacher, 25 (November, 1971), 169-172.
Description of a study which sought to determine if the reading comprehension of pupils in grades four, five, and six was affected by the number and/or types of transformations in the language of the passages they were asked to read; implications of the findings are drawn for classroom instruction which helps pupils identify the various structures and understand the relationship of the various lexical items in such structures.
- G-2a-2-6. Feldhusen, Hazel J., Pose Lamb, and John Feldhusen. "Prediction of Reading Achievement under Programmed and Traditional Instruction," The Reading Teacher, 23 (February, 1970), 446-454.
Description of a study designed to determine if programmed instructional materials used to supplement the basal reader program would raise the achievement levels of first grade boys and girls more than use of the basal approach used alone.
- G-2a-2-7. Fillmer, Henry T. "Linguistics and Reading Comprehension," Education, 86 (November, 1965), 158-161.
Comparison of the linguistic approach with traditional approach to teaching reading.
- G-2a-2-8. Fry, Edward B. "First Grade Reading Instruction Using Diacritical Marking System, Initial Teaching Alphabet and Basal Reading System," The Reading Teacher, 19 (May, 1966), 666-669.

Description of the results of a study comparing phonetically regular approaches such as the Initial Teaching Alphabet and the Diacritical Marking System with the Basal text method using traditional orthography.

- G-2a-2-9. Fry, Edward B. "First Grade Reading Instruction Using Diacritical Marking System, Initial Teaching Alphabet and Basal Reading System--Extended to Second Grade," The Reading Teacher, 20 (May, 1967), 687-693.

Summary of the final results of research comparing first grade reading instruction using Diacritical Marking System, Initial Teaching Alphabet and Basal Reader system carried over into second grade.

- G-2a-2-10. _____. "Comparison of Beginning Reading with Initial Teaching Alphabet, Diacritical Marking System, and Basal Reading System," The Reading Teacher, 22 (January, 1969), 357-362.

Report of a third-year evaluation of the effectiveness of teaching beginning reading through three different methods--Initial Teaching Alphabet, the traditional basal method, and the Diacritical Marking System.

- G-2a-2-11. Gates, Arthur I. "Vocabulary Control in Basal Reading Material," The Reading Teacher, 15 (November, 1961), 81-85.

Report and discussion of two research projects which compare the ability of pupils to work out the recognition and meaning of words previously introduced in a basal series with their ability to handle the "new" words introduced in later books in the same series. Findings cast doubt on the value of having controlled vocabulary for second graders two-thirds through second grade and for third and fourth graders. Did not assess the value of controlled vocabulary for pupils of low ability.

- G-2a-2-12. Goodman, Kenneth S. "A Linguistic Study of Cues and Miscues in Reading," Elementary English, 42 (October, 1965), 639-643.

Summary of a descriptive study which catalogues children's oral reading in first, second, and the third grades in order to determine the linguistic cues used by the child to recognize the same words within the context of a story.

- G-2a-2-13. Hahn, Harry T. "Three Approaches to Beginning Reading Instruction--ITA, Language Arts, and Basic Readers," The Reading Teacher, 19 (May, 1966), 590-594.

Description of the findings of a study whose purpose was to assess the relative effectiveness of three approaches for beginning reading instruction--two stressing the development of children's expression through discussion, dictation, and written compositions, the third using a basal reading series.

- G-2a-2-14. _____. "Three Approaches to Beginning Reading Instruction--ITA, Language Experience, and Basic Readers--Extended to Second Grade," The Reading Teacher, 20 (May, 1967), 711-715.

Final report of the research findings of an extended study comparing three approaches to beginning reading instruction--ITA, Language Experience and basic readers.

- G-2a-2-15. Harris, Albert J., and Coleman Morrison. "The CRAFT Project: A Final Report," The Reading Teacher, 22 (January, 1969), 335-340.

Final report of a study comparing the effectiveness of teaching disadvantaged children through a Skills-Centered Approach which employed a Basal Reader Method and a Phonovisual Method with their being taught through two variations of the Language Experience Approach--at end of third year evaluation.

- G-2a-2-16. Harris, Albert J., Blanche L. Serwer, and Lawrence Gold. "Comparing Reading Approaches in First Grade Teaching with Disadvantaged Children--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 698-703.

Summary of the research findings at the end of second grade when a study of various approaches to teaching first grade reading are continued through the second year with disadvantaged students.

- G-2a-2-17. Hartley, Ruth N. "Effects of List Types and Cues on the Learning of Word Lists," Reading Research Quarterly, 6 (Fall, 1970), 97-121.

Report of research studying the effects of types of word list and cues provided to first graders on their first attempt in acquiring reading vocabulary.

- G-2a-2-18. Hayes, Robert B., and Richard C. Wuest. "ITA and Three Other Approaches to Reading in First Grade--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 694-697, 703.

Summary of the results of an extended project comparing four approaches to beginning reading instruction.

- G-2a-2-19. _____. "A Third Year Look at ITA, Lippincott, Phonics and Word Power, and Scott, Foresman," The Reading Teacher, 22 (January, 1969), 363-370.

Final report of a three-year longitudinal study of teaching beginning reading by four different approaches.

- G-2a-2-20. Karlin, Robert. "Research Results and Classroom Practices," The Reading Teacher, 21 (December, 1967), 211-226.

A discussion of how the results of reading research might be used to upgrade classroom instruction; examination of overall trends shown by the research on the basal reader approach, classroom organization, and classroom and school practices.

- G-2a-2-21. Lefcourt, Ann. "Linguistics and Elementary School Textbooks," Elementary English, 40 (October, 1963), 598-601, 614.

A paper discussing the utilization of the findings of linguistic scholars in the construction of an English language curriculum for the elementary school; report of preliminary findings of a study conducted to determine the extent to which linguistic findings are incorporated into English language texts.

- G-2a-2-22. Manning, John C. "Evaluation of Levels--Designed Visual-Auditory and Related Writing Methods of Reading Instruction in First Grade," The Reading Teacher, 19 (May, 1966), 611-616.

Report of an investigation of the effectiveness of three methods of reading instruction in first grade using the same basal readers for vocabulary study and story content; analysis was made of the instructional procedures of the classroom teachers.

- G-2a-2-23. Nemeth, Joseph S. "Interpreting the First Grade Reading Studies," The Reading Teacher, 21 (October, 1967), 83-87, 95.

Presentation of an annotated bibliography of selected summaries of "the First Grade Reading Studies" of 1866-1867 which will help reading personnel make better interpretations and draw more valid conclusions from these research reports.

- G-2a-2-24. O'Donnell, Roy C. "Reading, Writing, and Grammar," Education, 84 (May, 1964), 533-537.

Report of an experimental study designed to determine the correlation of the pupil's knowledge of sentence structure to their comprehension of reading materials; its correlation with writing was assessed also.

- G-2a-2-25. Ramsey, Wallace. "An Evaluation of Three Methods of Teaching Sixth Grade Reading," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 151-153.

Report of a research study comparing three instructional programs for teaching reading to sixth grade pupils--individualized reading, in-class ability grouping using basal readers and cross-class grouping also using basal readers.

- G-2a-2-26. Reid, Hale C., and Louise Beltramo. "Teaching Reading to the Low Group in the First Grade," The Reading Teacher, 19 (May, 1966), 601-605.

Report of the findings of an investigation comparing the effectiveness of various methods of teaching beginning reading to the low group of children in first grade.

- G-2a-2-27. Ruddell, Robert B. "Reading Instruction in First Grade with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning," The Reading Teacher, 19 (May, 1966), 653-660.

Description of the findings of a study designed to assess the relation of varying emphases on the regularity of symbol-sound relationships and the relations of language structures to meaning upon reading achievement in first grade.

- G-2a-2-28. _____. "Reading Instruction in First Grade with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning--Extended into

Second Grade," The Reading Teacher, 20 (May, 1967), 730-739.

Report of the findings of the second year of a three-year longitudinal study comparing the effects on first grade and second grade achievement in reading when varying emphases are placed on the regularity of grapheme-phoneme correspondences and the relation of language structure to meaning; second year program expanded form of first year program.

- G-2a-2-29. Sabaroff, Rose E. "A Comparative Investigation of Six Reading Programs: Two Basal, Four Linguistic," Education, 91 (April-May, 1971), 303-314.

Report of a study which compared the effectiveness of reading programs taught by two differing basal reader programs and four differing linguistic programs.

- G-2a-2-30. Schnayer, Sidney W., and Leona A. Robinson. "An Analysis of Phonic Systems for the Primary Grades in Eight Basal Reader Series," Journal of the Reading Specialist, 8 (December, 1969), 83-96.

Eight basal reading programs, grades 1 to 3, were analyzed to determine the amount of phonics instruction and also phonics principles provided for in the teacher's manuals. The discussion indicates which series provide the most instruction and reinforcement of Botel's phonic generalizations and includes eight tables of data on 3-squared level for analysis.

- G-2a-2-31. Schneyer, J. Wesley. "Reading Achievement of First Grade Children Taught by a Linguistic Approach and a Basal Reader Approach," The Reading Teacher, 19 (May, 1966), 647-652.

Description of a study comparing first grade children's reading achievement using Charles Fries' spelling-pattern approach using sound-symbol relations with their achievement while using a basal reader approach.

- G-2a-2-32. _____. "Reading Achievement of First Grade Children Taught by a Linguistic Approach and a Basal Reader Approach--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 704-710.

Summary of the research findings of a three-year continuing study at the end of the second year comparison of a linguistic approach with a basal reader approach to the teaching of reading.

- G-2a-2-33. Schneyer, J. Wesley. "Reading Achievement of First Grade Children Taught by a Linguistic Approach and a Basal Reader Approach--Extended into Third Grade," The Reading Teacher, 22 (January, 1969), 315-319.

A report of a comparison of children's reading and spelling achievement at three ability levels when taught by a linguistic approach and a basal reader approach--end of third grade evaluation.

- G-2a-2-34. Sheldon, William D., and Donald R. Lashinger. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers," The First Grade Reading Studies, ed. Russell G. Stauffer. Newark, Delaware: International Reading Association, 1967, pp. 125-128.

Report of research comparing the effectiveness of three sets of materials--Ginn Basic Reading Series, L. W. Singer & Co.'s Structural Reading Series, and Let's Read, Bloomfield and Clarence L. Barnhart.

- G-2a-2-35. Sheldon, William D., Nancy J. Nichols, and Donald R. Lashinger. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 720-725.

Final report of an extended study which compares the effectiveness of basal reading instruction, modified linguistic materials, and linguistic readers when used in first grade reading instruction which is continued through second grade.

- G-2a-2-36. Sheldon, William D., Franca Stinson, and James D. Peebles. "Comparison of Three Methods of Reading: A Continuation Study on the Third Grade," The Reading Teacher, 22 (March, 1969), 539-546.

Examination of the reading achievement of pupils participating in a two-year experiment program during the third year when they were absorbed into regular classrooms primarily using the basal reader approach; detailed examination of the disabled readers to determine the group and individual characteristics of these students; observation of what schools did for these disabled readers.

- G-2a-2-37. Sipay, Edward R. "Interpreting the USOE Cooperative Reading Studies," The Reading Teacher, 22 (October, 1968), 10-16, 35.

Examination of some of the factors which could lead to misinterpretation of the "First Grade Reading Studies" sponsored by the U.S. Office of Education; general discussion is made of the studies for the sake of example.

- G-2a-2-38. Spencer, Doris U. "Individualized First Grade Reading Versus a Basal Reader Program in Rural Communities," The Reading Teacher, 19 (May, 1966), 595-600.

Description of the findings of a study which compared first grade reading taught by the basal reader approach with first grade reading taught by an individualized approach involving both intensive systematic phonetic instruction and motivated varied story reading.

- G-2a-2-39. Stone, David R. "A Sound-Symbol Frequency Count," The Reading Teacher, 19 (April, 1966), 498-504.

From a word list common to five basal reading series which was constructed by the author and published in Elementary English in April, 1963, a frequency count of the sound-symbol relationship was undertaken to provide a more efficient approach to teaching those most used at the beginning level.

- G-2a-2-40. Tanyzer, Harold J., and Harvey Alpert. "Three Different Basal Reading Systems and First Grade Reading Achievement," The Reading Teacher, 19 (May, 1966), 636-642.

Description of a study designed to determine the effects of three different basal reading systems on the reading achievement of first grade children according to sex and different levels of intelligence.

- G-2a-2-41. Van Allen, Roach. "Three Approaches to Teaching Reading," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 153-156.

Report of the San Diego County Reading Study Project which compared the basal reading approach, the individualized approach, and the language experience approach; discussion of the questions raised about current thinking in reading instruction by the results of this study.

- G-2a-2-42. Veatch, Jeanette. "Structure in the Reading Program," Elementary English, 44 (March, 1967), 252-256.
Identification of five elements which provide structure or direction for the reading instructional program yet allow for individual differences among pupils.
- G-2a-2-43. Venezky, Richard L. "English Orthography: Its Graphical Structure and Its Relation to Sound," Reading Research Quarterly, 2 (Spring, 1967), 75-105.
An analysis of the spellings and pronunciations of the 20,000 most common English words for sets of orthographic patterns; two basic sets of patterns are discussed--the internal structure of the orthograph which includes classes of letters and the allowable sequences of these letters, and the second set containing those patterns which relate spelling to sound.
- G-2a-2-44. Weinstein, Rhona, and M. Sam Rabinovitch. "Sentence Structure and Retention in Good and Poor Readers," Journal of Educational Psychology, 62 (February, 1971), 25-30.
A study of the degree to which syntactic structure facilitates recall in good readers and whether this effect exists in children who are poor readers.
- G-2a-2-45. Wyatt, Nita M. "The Reading Achievement of First Grade Boys versus First Grade Girls," The Reading Teacher, 19 (May, 1966), 661-665.
Description of the findings of a study designed to compare the reading achievement of boys and girls when taught separately, with the approach custom made for boys plus assessment of introducing boys to consistent sound-symbol relations when learning to read.
- G-2a-2-46. Worley, Stinson E. "Developmental Task Situations in Stories," The Reading Teacher, 21 (November, 1967), 145-148.
Description of a study which appraised two basal reader series on fifth and sixth grade levels to identify stories which presented developmental task situations and to survey children's interests in such developmental task situations.

- G-2a-2-47. Zabawski, Irene. "As Long as My Child Reads," The Reading Teacher, 23 (April, 1970), 631-632.

Discussion of the true purpose of providing reading instruction.

G-2a-3. Theoretical Discussions

- G-2a-3-1. Artley, A. Sterl. "Basal Materials in Reading--Use and Misuse," Education, 81 (May, 1961), 533-536.
Differentiation between basal readers (materials) and the basal reader approach which strives for a balanced reading program; analysis of uses and misuses of the materials and the confusion shown in research projects comparing the basal reader approach with other methods of instruction.

- G-2a-3-2. Barney, Le Roy. "Linguistics Applied to the Elementary Classroom," The Reading Teacher, 24 (December, 1970), 221-226, 256.

Discussion of the ways in which linguistic knowledge can aid the classroom teacher in her choice of the most appropriate method of introducing certain words to her students.

- G-2a-3-3. Bateman, Barbara, and Janis Wetherell. "A Critique of Bloomfield's Linguistic Approach to the Teaching of Reading," The Reading Teacher, 18 (November, 1964), 98-104.

Critical examination of the linguistic approach for teaching beginning reading set forth by Leonard Bloomfield in his book, Let's Read: A Linguistic Approach.

- G-2a-3-4. Bear, David E. "Developing the Grapheme-Phoneme Relationship," Education, 86 (November, 1965), 142-145.

Description of three phonic methods used in reading instruction to serve as a background against which the linguistic method of teaching the phoneme-grapheme relationship can be compared.

- G-2a-3-5. Betts, Emmett A. "Linguists and Reading," Education, 86 (April, 1966), 454-458.

Discussion of the major contributions of linguistics and psychology to the study of teaching and word perception.

- G-2a-3-6. _____. "Reading: Linguistics," Education, 83 (May, 1963), 515-526.

Description of the linguistic classifications of language with discussion of the relationship of linguistic research and the reading program.

- G-2a-3-7. Botel, Morton. "What Linguistics Says to This Teacher of Reading and Spelling," The Reading Teacher, 18 (December, 1964), 188-193.
A discussion of three factors in the structure of the English language which have important applications for the teaching of reading and spelling.
- G-2a-3-8. Carton, Aaron S. "Linguistics and Reading Instruction," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 571-582.
Discussion of selected issues concerning the relationship of linguistics and reading instruction on the phonological and higher levels; review of research dealing with these issues.
- G-2a-3-9. Clymer, Theodore. "The Structured Reading Program," Controversial Issues in Reading and Promising Solutions, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 91. Chicago: University of Chicago Press, 1961, pp. 75-80.
Discussion of the rationale and principles for effective use of a structured (basal) reading program; comparisons are made of the basal and individualized methods.
- G-2a-3-10. Cooper, Bernice. "Contributions of Linguistics in Teaching Reading," Education, 85 (May, 1965), 529-532.
Examination of five linguistic principles proposed by linguistic scientists to overcome some of the difficulties in beginning reading for their practical application in the classroom.
- G-2a-3-11. Creswell, Thomas J., and Virginia McDavid. "Linguistics and the Teaching of Reading," Elementary English, 40 (January, 1963), 93-96.
Exploration of the basic linguistic principles which one language scholar, Leonard Bloomfield, advocates for beginning readers. Examination of the lesson materials of the Bloomfield system, published by Clarence L. Barnhart for the application of these principles.

- G-2a-3-12. Davis, David C. "Code Systems Found in Initial Reading Materials: A Taxonomy," Elementary English, 49 (January, 1972), 27-32.
Description of five code systems utilized in basal readers to aid comprehension.
- G-2a-3-13. _____. "Phonemic Structural Approach to Initial Reading Instruction," Elementary English, 41 (March, 1964), 218-223.
An examination of various linguists' proposals for the application of the findings of language research to beginning reading; description of the University of Wisconsin research which established a programmatic definition for reading and testing basic facts which needed understanding for a successful phonemic interpretation of reading instruction, development of meaningful lessons for first-grade children, and research projects to determine if this approach hindered children as they went ahead with regular basal instruction.
- G-2a-3-14. DeBoer, John J. "Structure in Relation to Reading," Education, 84 (May, 1964), 525-528.
Discussion of the findings of linguists about the structure of the English language and comparison of their proposals for upgrading reading instruction with present knowledge of the relation of language and reading and the teaching of reading.
- G-2a-3-15. Durkin, Delores. "Linguistics and Teachers of Reading," Education, 86 (November, 1965), 154-157.
Discussion of the nature and development of linguistic science and the findings of linguistic studies which have implications for the teaching of reading.
- G-2a-3-16. _____. "Linguistics and the Teaching of Reading," The Reading Teacher, 16 (March, 1963), 342-346.
A critical examination of the linguists' entrance into the field of reading instruction with suggestions for the best use of their findings.
- G-2a-3-17. Fries, Charles C. "Linguistics and the Teaching of Reading," The Reading Teacher, 17 (May, 1964), 594-598.
Description of linguistic studies which discuss

the methods and materials for the teaching of reading beginning 400 years ago and continuing to the present; discussion of contributions which linguistics has to offer to instruction in reading.

- G-2a-3-18. Glim, Theodore E. "What Linguists Can and Cannot Say to a Reading Teacher," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, 238-240.
Discussion of the types of information which linguistics can provide for reading instruction.
- G-2a-3-19. Goodman, Kenneth S. "Linguistics in a Relevant Curriculum," Education, 89 (April-May, 1969), 303-306.
Discussion of the three types of input provided by linguistics for use in building elementary curricula in language; examination of the goals of the school language programs and contributions which linguistics can make to the content of the programs along with the input from other disciplines such as philosophy, child development, learning theory, sociology, and pedagogy.
- G-2a-3-20. _____. "Linguistic Insights Which Teachers May Apply," Education, 88 (April-May, 1968), 313-316.
An examination of five key concepts concerning language and their implications for the classroom teacher.
- G-2a-3-21. _____. "Word Perception: Linguistic Bases," Education, 87 (May, 1967), 539-543.
Discussion of the child's perception of language structures as a major means of his comprehending print.
- G-2a-3-22. _____. "A Communicative Theory of the Reading Curriculum," Elementary English, 40 (March, 1963), 290-298.
Presentation of a theoretical base for reading instruction based upon the structure of the language.
- G-2a-3-23. _____. "The Linguistics of Reading," The Elementary School Journal, 64 (April, 1964), 355-361.

Discussion of the role which linguistics can logically play in reading instruction; presentation of a list of linguistic generalizations which have value for the reading instructional program.

- G-2a-3-24. Jones, Daisy M. "The Implications of Linguistics for the Teaching of Reading," Elementary English, 46 (February, 1969), 176-183.

Discussion of the true nature of linguists' work for the purpose of helping the teacher understand what is meant by the term "linguistics."

- G-2a-3-25. Lefevre, Carl A. "A Longer Look at Let's Read," Elementary English, 41 (March, 1964), 199-203, 261.

A critique of Leonard Bloomfield's approach to teaching beginning reading playing his ideas against the framework of the accumulated findings of linguistic research.

- G-2a-3-26. _____. "Reading Our Language Patterns: A Linguistic View--Contributions to a Theory of Reading," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 66-70.

Paper developing a structural linguistic view of reading and reading instruction.

- G-2a-3-27. _____. "Reading: Intonation and Punctuation," Education, 87 (May, 1967), 525-530.

Discussion of the relationships between intonation and reading comprehension and between intonation and punctuation.

- G-2a-3-28. _____. "The Simplistic Standard Word-Perception Theory of Reading," Elementary English, 45 (March, 1968), 349-353, 355.

Criticism of the word-perception theory of reading held by many reading researchers with a proposal of psycholinguistic alternative--the sentence.

- G-2a-3-29. _____. "A Comprehensive Linguistic Approach to Reading," Elementary English, 42 (October, 1965), 651-659.

A paper refuting the idea of there being one or the linguistic approach to the teaching of

reading; proposal of a comprehensive linguistic approach or a synthesis of many linguistic approaches in which reading instruction is based on the structures of the English language itself.

- G-2a-3-30. Lerner, Janet W. "A Global Theory of Reading--and Linguistics," The Reading Teacher, 21 (February, 1968), 416-421.

Development of a global theory or framework in which reading may be interpreted and the placing of linguistic findings about language within that framework.

- G-2a-3-31. Lloyd, Donald. "Intonation and Reading," Education, 84 (May, 1964), 538-541.

Discussion of intonation as one aspect of linguistic research findings which may provide the teacher with a means to link the student's natural speech with his reading.

- G-2a-3-32. Lowry, Heath. "A Glossary of Terms--Linguistics," The Reading Teacher, 22 (November, 1968), 136-144.

A glossary of linguistic terms which was constructed to serve as a guide for teachers in reading journal articles or teachers manuals written on linguistics.

- G-2a-3-33. McCullough, Constance M. "Vital Principles in Need of Application," A Decade of Innovations: Approaches to Beginning Reading, ed. Elaine C. Vilscek. International Reading Association Conference Proceedings, Vol. 12, Part III. Newark, Delaware: International Reading Association, 1968, pp. 180-191.

Discussion of the contributions of linguistics to the teaching of reading as being applicable for only two phases of the reading process--word identification and comprehension.

- G-2a-3-34. Newton, Eunice Shaed. "The Basal Primer May Be Deceptively Easy," Elementary English, 40 (March, 1963), 273-274, 334.

Another way to look at the rigidly controlled vocabulary of basal pre-primers--in relation to the findings of linguistic research.

- G-2a-3-35. O'Leary, Helen F. "Preserve the Basic Reading Program," Education, 84 (September, 1963), 12-16.

Discussion of the merits of the basal reading series as the foundation of a developmental reading program and comparison of the essential steps in the teaching procedure of a basic reading series with the essential steps in an effective lesson plan.

- G-2a-3-36. Ort, Lorrene Love. "Basal Readers: A Case History and Prognosis," The Reading Teacher, 17 (March, 1964), 435-440.

Description of the trends in teaching methods and attitudes toward children evidenced in basal readers from the earliest--Webster's "Blue Back Speller" to present day texts. Teachers are seen as the determiners of the future of basals.

- G-2a-3-37. Rogers, John R. "Linguistic Programs--Are They Really Different?" Some Persistent Questions on Beginning Reading, ed. Robert C. Aukerman. Newark, Delaware: International Reading Association, 1972, pp. 126-131.

Discussion of the various branches of study which contribute to the commonly used term "linguistics" and an examination of those contributions.

- G-2a-3-38. Rystrom, Richard. "Whole-Word and Phonic Methods and Current Linguistic Findings," Elementary English, 42 (March, 1965), 265-268.

Discussion of the weaknesses of the whole-word and phonic methods and cites new linguistic findings which can remedy these weaknesses.

- G-2a-3-39. Sabaroff, Rose E. "Improving Achievement in Beginning Reading: A Linguistic Approach," The Reading Teacher, 23 (March, 1970), 523-527.

Examination of the characteristics of a linguistically based program in beginning reading which could ease the beginning reader's task; examination of the shortcomings of the sight and phonic approaches.

- G-2a-3-40. Seymour, Dorothy Z. "The Differences between Linguistics and Phonics," The Reading Teacher, 23 (November, 1969), 99-102, 111.

Examination of phonics instruction placed within the framework of linguistic research findings; discussion of nine misconceptions.

- G-2a-3-41. Seymour, Dorothy Z. "Linguists on English Usage and Reading," Elementary English, 47 (March, 1970), 388-391.
 Criticism of the seeming inconsistencies inherent in the linguists' suggestions for improvement of English usage and reading as compared with their personal practices. Suggests linguists study language and recognize their theories as theories not prescriptions for actual teaching.
- G-2a-3-42. Smith, Frank, and Kenneth S. Goodman. "On the Psycholinguistic Method of Teaching Reading," The Elementary School Journal, 71 (January, 1971), 177-181.
 Discussion of the new study called psycholinguistics in order to define and describe its nature and to examine the implications of its theory for reading instruction.
- G-2a-3-43. Stevens, Martin. "Intonation in the Teaching of Reading," Elementary English, 42 (March, 1965), 231-237.
 Describes the contribution which the "intonational" method of linguistics can make in helping a child achieve natural expression in his reading.
- G-2a-3-44. Strickland, Ruth G. "Implications of Research in Linguistics for Elementary Teaching," Elementary English, 40 (February, 1963), 168-171.
 Examination of instruction in reading, spelling, composition, and teaching the structure of sentences for possible application of the findings of linguistic research.
- G-2a-3-45. Tabachnick, B. Robert. "A Linguist Looks at Reading: Leonard Bloomfield and the Phonemic Criterion," Elementary English, 39 (October, 1962), 545-548, 561.
 A paper clarifying Leonard Bloomfield's thinking about teaching beginners to read; analyzes Bloomfield's position on phonics and basal readers; proposed research experimenting with Bloomfield's ideas.
- G-2a-3-46. _____. "Linguistics and Reading," Reading and the Language Arts, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 93. Chicago: University of Chicago Press, 1963, pp. 98-105.

Discussion of a trend for linguists to propose a structure for teaching reading; analysis of two such proposals--the Bloomfield-Barnhart phonemic plan and Lefevre's meaning-bearing patterns.

- G-2a-3-47. Townsend, Agatha. "Linguistics and Reading Instruction," The Reading Teacher, 17 (May, 1964), 623-626.

Description of the nature of linguistics and its relation to the reading process for elementary school teachers.

- G-2a-3-48. Tyler, Priscilla. "Sound Patterns and Sense," Education, 83 (May, 1963), 527-531.

Discussion of the sound patterns of stress, pitch, and juncture--which contribute to reading comprehension.

- G-2a-3-49. Veatch, Jeannette. "Linguistic Instruction in the Teaching of Reading: Kill or Cure?" Elementary English, 39 (March, 1962), 231-233, 243.

A reply to John Dawkin's "Reading Theory--An Important Distinction"; discusses the three proposed principles of linguistic science in relation to actual classroom activity in the teaching of reading and the language arts.

- G-2a-3-50. Venezky, Richard L. "Reading: Grapheme-Phoneme Relationship," Education, 87 (May, 1967), 519-524.

Discussion of the regularity and complexity of English orthography in light of the findings of studies of the English language.

- G-2a-3-51. Wardhaugh, Ronald. "Linguistics--Reading Dialogue," The Reading Teacher, 21 (February, 1968), 432-441, 489.

A paper attempting to focus in correct perspective the data accumulated by linguistic research in its relation to reading.

- G-2a-3-52. Weaver, Wendell W. "The Word as the Unit of Language," Journal of Reading, 10 (January, 1967), 262-268.

Discussion of the role which the "word" as the unit of language plays in the teaching of reading and in analyses of the reading process; examination of the basic research in psychology

and linguistics which indicate that the word may operate within a different role when a person reads for understanding.

- G-2a-3-53. Weintraub, Samuel. "Vocabulary Control," The Reading Teacher, 20 (May, 1967), 759-765.

Discussion of the research exploring the utility of vocabulary control in children's basic reading materials.

G-2b. Individualized Reading Using Library or Trade Materials

G-2b-1. Research Reviews, Summaries, and Bibliographies

- G-2b-1-1. Groff, Patrick. "Comparisons of Individualized (IR) and Ability-Grouping (AG) Approaches as to Reading Achievement," Elementary English, 40 (March, 1963), 258-264, 276.

Annotated bibliography of 32 studies which compare Individualized and Ability-Grouping and 39 reports of achievement in Individualized reading with no comparison made with ability groupings. Time span includes studies through 1961.

- G-2b-1-2. _____. "Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement," Elementary English, 41 (March, 1964), 238-241.

Annotated bibliography of 22 references comparing Individualized and Ability Grouping approaches to reading plus ten references assessing achievement with individualized reading with no comparisons made with ability grouping.

- G-2b-1-3. Lofthouse, Yvonne M. "Individualized Reading: Significant Research," The Reading Teacher, 16 (September, 1962), 35-37, 47.

A review of ten research studies assessing the effectiveness of using the individualized approach of teaching reading in comparison with Basal Reader approach.

- G-2b-1-4. Sartain, Harry W. "A Bibliography on Individualized Reading," The Reading Teacher, 13 (April, 1960), 262-265, 270.

Summary of references which explain the general effectiveness of individualized instruction and procedures to be used for individualizing instruction in the classroom; a separate bibliography is included.

- G-2b-1-5. _____. "Individualized Reading: Conclusions Based on Research Reports," A Decade of Innovations: Approaches to Beginning Reading, ed. Elaine C. Vilscek. International Reading Association Conference Proceedings, Vol. 12, Part III. Newark, Delaware: International Reading Association, 1968, pp. 45-56.
- Review of the research, both informal and controlled studies, related to the use of individualized reading in beginning reading programs; recommendations are given for its use.
- G-2b-1-6. _____. "Research on Individualized Reading," Education, 81 (April, 1961), 515-520.
- Summary of research exploring the effectiveness of the individualized reading approach; studies are categorized as either action or controlled formally designed research and major conclusions are listed.
- G-2b-1-7. _____. "Research on Individualized Reading," Education, 81 (May, 1961), 515-520.
- Review of the research on individualized reading with a summation of the factual conclusions drawn from the overall evaluation of the studies.
- G-2b-1-8. _____. "The Research Base for Individualizing Reading Instruction," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 523-530.
- Review of the research which evaluates efforts to provide a more individualized instructional program in reading; topics considered were organizational plans for differentiating study, the classroom instruction individualized by the classroom teachers, and auto-instructional or programmed procedures for individualizing instruction.

- G-2b-1-9. Vite, Irene W. "Individualized Reading--The Scoreboard on Control Studies," Education, 81 (January, 1961), 285-290.
Description of seven research studies and their results in order to focus attention on the effectiveness of using both the individualized reading approach and the basal reading approach.
- G-2b-1-10. _____. "The Future of Individualized Reading: Bright and Promising," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 232-235.
Review of the research and other evidences which indicate acceptance of individualized reading as an effective teaching approach.
- G-2b-2. Research Studies
- G-2b-2-1. Aronow, Miriam S. "A Study of the Effect of Individualized Reading on Children's Reading Test Scores," The Reading Teacher, 15 (November, 1961), 86-91.
Report of action research conducted by the Bureau of Educational Research of the New York City public schools to determine if the children who had received individualized instruction in reading scored differently on standardized reading tests than those who received non-individualized instruction.
- G-2b-2-2. McDonald, James B., Theodore L. Harris, and John S. Mann. "Individual Versus Group Instruction in First Grade Reading," The Reading Teacher, 19 (May, 1966), 643-646, 652.
An exploratory study designed to assess the achievement and attitude change of children experiencing the one-to-one instructional relationship with the teacher while using the typical basal reading materials; compared with children using same materials in regular ability grouping setting.
- G-2b-2-3. Safford, Alton L. "Evaluation of an Individualized Reading Program," The Reading Teacher, 13 (April, 1960), 266-270.
Statistical study of the achievement gains made by elementary students over a three-year

period and who had been taught with individualized reading techniques; neither students nor teachers were aware that a study of their work would be made.

- G-2b-2-4. Sartain, Harry W. "The Roseville Experiment with Individualized Reading," The Reading Teacher, 13 (April, 1960), 277-281.

Report of a controlled experiment comparing the individualized self-selection method with the method of ability grouping using basal readers.

- G-2b-2-5. Spencer, Doris U. "Individualized Versus a Basal Reader Program in Rural Communities--Grades One and Two," The Reading Teacher, 21 (October, 1967), 11-17.

Analysis of a study designed to determine the effectiveness of the individualized approach to teaching reading when used with the same group of children in grades one and two and to determine if this method produces capable readers in a different first grade or second year.

- G-2b-2-6. Talbert, Dorothy G., and C. B. Merritt. "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," The Reading Teacher, 19 (December, 1965), 183-186.

Description of a study designed to assess any difference in gain in reading achievement and attitude toward reading when classes taught by the basal reader approach were compared with classes taught by a combined basal and self-selection approach.

- G-2b-2-7. Thatcher, David A. "Reading Instruction, Creativity, and Problem-Solving," The Reading Teacher, 21 (December, 1967), 235-240, 260, 297.

Description of a study designed to assess any differences in fifth and sixth grade children's performance on creativity and problem-solving tests as a result of being taught by the individualized reading approach and by the basal reader approach.

- G-2b-2-8. Wilson, Richard C., and Robert Harrison. "Skill Growth with Individualized Reading," Elementary English, 40 (April, 1963), 433-435.

A study conducted to compare the changes produced in skill development when sixth graders are taught by a systematic basal instructional

method with similar students receiving instruction developed through individual conferences utilizing the individualized instructional approach.

G-2b-3. Theoretical Discussions

- G-2b-3-1. Bailey, Anne V., and Geraldine Houskeeper. "Does Individualized Reading Affect Other Subject Areas?" Elementary English, 49 (January, 1972), 37-43.

Report of a survey study of the effect of a successful individualized reading program on pupil's achievement in science, social studies, and math.

- G-2b-3-2. Barbe, Walter B. "Personalized or Individualized Reading Instruction?" Education, 81 (May, 1961), 537-539.

Discussion of the individualized instructional approach to reading and the comparison to personalized reading instruction.

- G-2b-3-3. Burrows, Alvina T. "Building Lifetime Reading Habits in an Individualized Reading Program," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 151-154.

Identification of three directives toward the sequences and climate in which reading values grow; discussion of the characteristics of individualized reading programs which facilitate lifetime reading.

- G-2b-3-4. Dolch, Edward W. "Individualized Reading versus Group Reading I," Elementary English, 38 (December, 1961), 566-575.

Discussion of the individualized method of teaching reading--its definition, control of the room, size of class, and how it compares with group reading.

- G-2b-3-5. _____. "Individualized Reading versus Group Reading II," Elementary English, 39 (January, 1962), 14-21.

An examination of the factors involved when a teacher decides to individualize reading instruction--starting, how many books, selection by

children, what the teacher does during reading time, teacher's record keeping, child's record keeping, the sharing period, individualizing in first grade, and cautions about tests to assess the success of individualized instruction.

- G-2b-3-6. Frazier, Alexander. "Individualized Reading: More Than New Forms and Formulas," Elementary English, 39 (December, 1962), 809-814.

Descriptions of seven behaviors in which a teacher engages when striving to sponsor a more important place for independent reading; ten familiar forms or formulas proposed in literature dealing with individualized reading are then explored for their relevance to the teaching behaviors defined.

- G-2b-3-7. _____. "Needed: A New Vocabulary for Individual Differences," The Elementary School Journal, 61 (February, 1961), 260-268.

Proposal that the terminology used in describing individual differences connotes teaching practices of earlier years and actually stifles educational efforts toward meeting individual needs; identification of three liberating ideas which can serve to clarify the true character of what is meant when one individualizes instructions.

- G-2b-3-8. _____. "The Individualized Reading Program," Controversial Issues in Reading and Promising Solutions, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 91. Chicago: University of Chicago Press, 1961, pp. 57-74.

Discussion of the major features of the individualized reading program which could be limiting factors in its achieving a broadened program of reading instruction--its major goal; critical examination of the basic principles underlying the traditional program; proposal of a broadened base for thinking about individualized reading instruction.

- G-2b-3-9. Groff, Patrick. "Individualizing the Reading Program," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 70-72.

Description of individualized reading as it actually operates with discussion of the difficulties faced when implementing such a program.

- G-2b-3-10. Grotberg, Edith H. "Individualized Reading--A Symbol for Change," Education, 87 (September, 1966), 7-11.

Exploration of the reasons why teachers continue to utilize individualized instruction in their classrooms even though research studies have found it no more effective than the basal program.

- G-2b-3-11. Hunt, Lyman C., Jr. "Philosophy of Individualized Reading," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 146-148.

Discussion of the guiding philosophy underlying individualized reading instruction in the primary grades.

- G-2b-3-12. _____. "The Individualized Reading Program: A Perspective," The Individualized Reading Program: A Guide for Classroom Teaching, ed. Lyman C. Hunt, Jr. International Reading Association Conference Proceedings, Vol. 11, Part III. Newark, Delaware: International Reading Association, 1967, pp. 1-6.

Overview of the individualized reading program--its scope, the teacher's role, materials, classroom organization, skills development, record keeping, and its relation to creative writing.

- G-2b-3-13. _____. "Individualized Reading: Teaching Skills," Education, 81 (May, 1961), 541-546.

Discussion of the development of reading skills necessary for independent reading within an individualized instructional program.

- G-2b-3-14. _____. "Six Steps to the Individualized Reading Program (IRP)," Elementary English, 49 (January, 1971), 27-32.

Paper presented to clarify the steps necessary for a teacher to effect an individualized reading program and the resultant values accruing from such a program.

- G-2b-3-15. Newman, Robert E. "The Individualized Approach to Reading Instruction: Key Concepts," A Decade of Innovations: Approaches to Beginning Reading, ed. Elaine C. Vilscek. International Reading Association Conference Proceedings, Vol. 12,

Part III. Newark, Delaware: International Reading Association, 1968, pp. 32-44.

Identification of the two basic principles on which all guidelines for individualized reading instruction are based and interpretation of the principles through ten guidelines; description of a program in which one can sense the operation of these principles.

- G-2b-3-16. Smith, Nila Banton. "Individualized Instruction: Concepts Old and New," Education, 81 (May, 1961), 527-529.

Paper tracing the development of the concept of individualized instruction from Rousseau's introduction to the present--comparison of its differing functions.

- G-2b-3-17. Stauffer, Russell G. "Individualized and Group Type Directed Reading Instruction," Elementary English, 37 (October, 1960), 375-382.

Discussion of the characteristics and operation of both individualized and group type directed reading instruction and how these correlate to produce a more effective reading program.

- G-2b-3-18. Townsend, Agatha. "Ten Questions of Individualized Reading," The Reading Teacher, 18 (November, 1964), 145-149.

Identification and discussion of ten factors involved in individualized instruction which merit careful research.

- G-2b-3-19. _____. "Trends for the Primary Grades," The Reading Teacher, 17 (December, 1963), 195-198.

Discussion of the trends toward use of individualized reading as a teaching approach in the primary grades.

- G-2b-3-20. Trusty, Kay. "Principles of Learning and Individualized Reading," The Reading Teacher, 24 (May, 1971), 730-736.

Discussion of the rationale for Individualized Reading in light of stated principles of learning.

- G-2b-3-21. Veatch, Jeanette. "In Defense of Individualized Reading," Elementary English, 37 (April, 1960), 227-234.

A paper whose purpose is to elaborate and clarify a survey and evaluation of individualized

reading written by Dr. Paul A. Witty; points under consideration were a more complete definition of individualized reading encompassing a detailed description of actual classroom practice, a discussion of the issues which are irreconcilable between basal reader systems and self-selection programs, and omitted research studies which are considered valuable for their data concerning individualized reading.

- G-2b-3-22. Vilscek, Elaine C. "Building Skills in an Individualized Reading Program," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 148-151.

Theoretical discussion of some fundamental issues of building skills in an individualized reading program.

- G-2b-3-23. Vite, Irene W. "Grouping Practices in Individualized Reading," Elementary English, 38 (January, 1961), 91-98.

A discussion of the possible ways grouping may be done in the elementary classroom. Three basic types are identified as well as variations of these plus supplementary patterns--all pointing to the fact that there is no one right way, no pattern for individualized reading which must be followed.

- G-2b-3-24. Wagner, Guy. "Individualizing Instruction," Education, 81 (September, 1960), 61.

Identification of ten principles of individualized instruction.

- G-2b-3-25. Witty, Paul A. "Individualized Reading: A Postscript," Elementary English, 41 (March, 1964), 211-217.

A paper presented to clarify Dr. Paul A. Witty's position on individualized instruction--eight statements indicate the similarity of his "developmental reading" to individualized instruction.

- G-2b-3-26. Wolfson, Bernice J. "Pupil and Teacher Roles in Individualized Instruction," The Elementary School Journal, 68 (April, 1968), 357-366.

Theoretical discussion individualization of instruction in a classroom; descriptions of

possible roles which the author believes will encourage the individual development of the pupil are offered.

G-2c. Language Experience Activities Using
Class or Teacher-Made Materials

G-2c-1. Research Reviews, Summaries, and Bibliographies

- G-2c-1-1. Spitzer, Lillian K. "Sources on the Language Experience Approach," The Reading Teacher, 21 (December, 1967), 261.

Annotated bibliography of nine references in book form on the language experience approach.

- G-2c-1-2. Vilscek, Elaine C. "What Research Has Shown About the Language-Experience Program," A Decade of Innovations: Approaches to Beginning Reading, ed. Elaine C. Vilscek. International Reading Association Conference Proceedings, Vol. 12, Part III. Newark, Delaware: International Reading Association, 1968, pp. 9-23.

Review of the findings of those studies in the twenty-seven first grade studies which made comparisons of the language-experience approach with another method; discussion of the conflicting evidence.

G-2c-2. Research Studies

- G-2c-2-1. Kendrick, William M., and Clayton L. Bennett. "A Comparative Study of Two First Grade Language Arts Programs--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 747-755.

Report of the findings of a study which compared the experience approach with the traditional basal method to determine if the relative effectiveness of the two approaches would be sustained through a second year of specified instruction; also examined the effectiveness of the approaches when applied to second grade only.

- G-2c-2-2. Parker, Athol L. "Ashton-Warner's Key Vocabulary for the Disadvantaged," The Reading Teacher, 23 (March, 1970), 559-564.

Report of a two-year research study which explored the feasibility of using Ashton-Warner's method for teaching disadvantaged children.

- G-2c-2-3. Stauffer, Russell G. "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction," The Reading Teacher, 20 (October, 1966), 18-24.

Description of the findings of a study which compared the language arts approach to teaching beginning readers with the basal reader approach.

- G-2c-2-4. Stauffer, Russell G., and W. Dorsey Hammond. "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 740-746.

Report of the findings of an extended study of the effectiveness of the language arts approach as opposed to the basal reader approach at the end of the second year; one of 27 first grade reading studies sponsored by the U.S. Office of Education.

G-2c-3. Theoretical Discussions

- G-2c-3-1. Halcomb, James F. "Reading: The Language Experience Approach," Challenge and Experiment in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 7. New York: Scholastic Magazines, 1962, pp. 72-74.

Description of the language experience approach in operation from kindergarten through third grade.

- G-2c-3-2. Hildreth, Gertrude. "Experience-Related Reading for School Beginners," Elementary English, 42 (March, 1965), 280-297.

Description of the essential features of an experience-related approach for beginning readers, a summary of early experiments and evaluative studies, and steps for its use in the beginning stages of reading instruction.

- G-2c-3-3. Thorn, Elizabeth A. "Language Experience Approach to Reading," The Reading Teacher, 23 (October, 1969), 3-8.

An overview of the operation of a language experience approach in the teaching of beginning reading.

- G-2c-3-4. Van Allen, Roach. "How a Language-Experience Program Works," *A Decade of Innovations: Approaches to Beginning Reading*, ed. Elaine C. Vilscek. International Reading Association Conference Proceedings, Vol. 12, Part III. Newark, Delaware: International Reading Association, 1968 pp. 1-8.

An overview of the language-experience approach as it operates in beginning reading.

H. APPRAISAL OF READING DEVELOPMENT

H-1. Nature of Appraisal

H-1a. Research Reviews, Summaries, and Bibliographies

- H-1a-1. Groff, Patrick. "Research Critiques," Elementary English, 47 (May, 1970), 651-654.

Critique of a study conducted by Robin Ford and Janos Kopleyay entitled "Children's Story Preferences"; the import of the findings has great significance for teachers of children in the 1970's--shift in preference from earlier findings, agreement in preferences between groups of children from divergent socioeconomic areas, and a new procedure for testing in classroom research.

- H-1a-2. Karp, Joan M., and Irving Sigel. "Psychoeducational Appraisal of Disadvantaged Children," Review of Educational Research, 35 (December, 1965), 401-412.

Discussion of the role which psychoeducational appraisal must play in the educational program for the disadvantaged; review of the research investigating the disadvantaged child's performance on intelligence tests and achievement tests, culture-fair testing, identification of culturally disadvantaged children in the schools and new approaches which have been developed for appraisal of disadvantaged children.

- H-1a-3. Moughamian, Henry. "General Overview of Trends in Testing," Review of Educational Research, 35 (February, 1965), 5-16.

Review of those research studies whose contributions lend themselves to achieving the multiple objectives of testing and to removing some of the criticisms of testing; special attention was given to those developments that have important implications for teachers.

- H-1a-4. Townsend, Agatha. "Evaluation and Testing for Reading Programs," The Reading Teacher, 18 (February, 1965), 431-437.
An examination of the research conducted with new tests or new uses for selected existing tests in reading.
- H-1a-5. _____. "Tests and Measurements," The Reading Teacher, 16 (March, 1963), 371-373.
An examination of the research and trends of test development in the late fifties and early sixties.

H-1b. Research Studies

- H-1b-1. Bormuth, John R. "Empirical Determination of the Instructional Reading Level," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13 Part I. Newark, Delaware: International Reading Association, 1969, pp. 716-721.
Report of a study designed to determine if there is some range of difficulty which maximizes the amount of information students gain as a consequence of reading instructional materials.
- H-1b-2. Deal, Therry N., and Paul L. Wood. "Testing the Early Educational and Psychological Development of Children--Ages 3-6," Review of Educational Research, 38 (February, 1968), 12-18.
Review of the research investigating tests and testing procedures used with children ages three to six; published during a three-year period from July, 1964, to June, 1967; three major divisions incorporate the reviews--intellectual structure of the child, testing related to socioemotional dimensions of personality, and testing related to educational achievement.
- H-1b-3. Gifford, Edith M., and Albert R. Marston. "Test Anxiety, Reading Rate, and Task Experience," The Journal of Educational Research, 59 (March, 1966), 303-306.

Report of an experimental study of the effect of test anxiety and pretest experience on the reading rate and comprehension of fourth-grade boys.

- H-lb-4. Jacobs, James N., and Joseph L. Felix. "Testing the Educational and Psychological Development of Preadolescent Children--Ages 6-12," Review of Educational Research, 38 (February, 1968), 19-28.
Review of the research literature exploring the cognitive and affective domains of preadolescent children's behavior; studies published between July, 1964, and June, 1967, were included.
- H-lb-5. Sheldon, William D. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials, and Linguistic Readers," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 205-208.
Report of a first grade reading study which compared the reading achievement of children taught by three differing sets of materials designed for teaching beginning reading.
- H-lb-6. Woodbury, Charles A. "The Identification of Under-Achieving Readers," The Reading Teacher, 16 (January, 1963), 218-223.
A study involving the identification of the comparative frequencies of underachievement in pupils' performances on a reading achievement test and a scholastic aptitude test; comparisons were made by (1) the traditional age-ratio procedure, and (2) by a technique which endeavored to control some of the errors which are present in age-to-age comparisons. Methods proposed require thorough knowledge of statistical procedures.
- H-lc. Theoretical Discussions
- H-lc-1. Barrett, Thomas C. "Predicting Reading Achievement Through Readiness Tests," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 26-28.

Discussion of the control of readiness tests in light of three factors isolated by research which are indicative of future reading success; discussion of the predictive value of readiness tests.

- H-1c-2. Bloom, Sophie. "Using Continuous Evaluation in the Elementary Program," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 368-373.

Identification of four basic conditions necessary to prevent failure and promote success in school for each child; discussion of the role of continuous evaluation in achieving these four conditions.

- H-1c-3. Bond, Guy L. "Diagnostic Teaching in the Classroom," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 126-138.

Discussion of the diagnostic approaches most appropriate to the classroom and how their findings can be incorporated into the classroom teaching of reading as well as discussion of a combined analysis of the results of the U.S. Office of Education First Grade Studies.

- H-1c-4. Botel, Morton. "Ascertaining Instructional Levels," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 171-174.

Discussion of three techniques--informal teacher appraisal, check-out procedures, and the Informal Reading Inventory and placement tests which can be used to fit the book to the child or determine his instructional level.

- H-1c-5. Bracken, Dorothy K. "Appraising Competence in Reading in Content Areas," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 56-60.

Discussion of appraisal on the specialized content fields of math, science, social studies, and English.

- H-1c-6. Breedlove, Wanda G. "The Diagnostic Teaching of Reading," Diagnostic Viewpoints in Reading, ed. Robert E. Leibert. Newark, Delaware: International Reading Association, 1971, pp. 19-29.
Explanation of how evaluation and planning for instruction in reading interrelate.
- H-1c-7. Burnett, Richard W. "The Classroom Teacher as a Diagnostician," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 1-10.
Explanation of what is meant by the concept of the teacher of reading as a diagnostician in the classroom.
- H-1c-8. Burns, Paul C. "Evaluation of Silent Reading," Education, 84 (March, 1964), 411-414.
Discussion of diagnostic evaluation procedures both formal and informal for checking the various skills utilized in the comprehension of material read silently.
- H-1c-9. Calhoun, Newton R. "Determining Expectations for Reading in Grades Four Through Six," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 25-28.
Discussion of the procedures used to determine the middle grade student's capacity to read and his present reading level.
- H-1c-10. Carter, Homer L. J. "Determining Consequential Factors in Diagnosis," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 17-24.
Discussion of the procedures used by clinical diagnosticians of reading disability to determine the factors which are relevant and consequential to remediation of the problems.
- H-1c-11. Conklin, Norma K. "Identifying the Disabled Reader," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 11-16.

Discussion of the factors which cause disabled reading with explanation of the techniques used to identify the children who are experiencing difficulties.

- H-lc-12. Council, Grace M. "Detecting and Correcting Reading Deficiencies Day-by-Day," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 243-245.
Proposal that daily evaluation of the child's mastery of the reading tasks is necessary in order that corrective teaching may remedy the weakness before it becomes a real deficiency.
- H-lc-13. Daly, William C. "Test Scores: Fragment of a Picture," The Elementary School Journal, 60 (October, 1959), 43-46.
Discussion of the amount of trust which test scores merit and the role of testing in the instructional program.
- H-lc-14. Davis, Frederick B. "The Role of Testing in Reading Instruction," Reading: Seventy-Five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 178-189.
Investigation of the three major roles which testing plays in reading instruction.
- H-lc-15. Dressel, Paul L. "The Evaluation of Reading," The Reading Teacher, 15 (March, 1962), 361-365.
An exploration of the purposes of reading instruction as determiners of the evaluation of the outcomes of reading instruction.
- H-lc-16. Early, Margaret J. "Diagnostic Teaching in Upper Elementary Grades," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 245-248.
Identification of two major types of reading instruction which a teacher of reading in the upper elementary grades will develop for her students--learning-to-read skills instruction and reading-to-learn instruction; discussion of evaluative procedures which will help the teacher determine which skills the children already have and those they need in order that she might plan more efficiently.

- H-lc-17. Emans, Robert, Raymond Urbas, and Marjorie Dummett. "The Meaning of Reading Tests," Journal of Reading, 9 (May, 1966), 406-407, 409.
 Paper presented to clarify what appears to be discrepant findings regarding the measurement of reading rate and comprehension in research studies; exploration of the differences between the procedures utilized by two instruments used for data collection in a research study which account for discrepancies in the results of the study.
- H-lc-18. Emans, Robert. "Teacher Evaluations of Reading Skills and Individualized Reading," Elementary English, 42 (March, 1965), 258-260.
 A study of teachers' capability of assessing student's weaknesses for the purpose of individualizing instruction.
- H-lc-19. Farr, Roger, and Virginia L. Brown. "Evaluation and Decision-Making," The Reading Teacher, 24 (January, 1971), 341-346, 354.
 Discussion of the use of evaluation as an aid to decision-making in planning the instructional program in the classroom; model provided.
- H-lc-20. Feldman, Shirley. "Predicting Early Success," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 408-410.
 Discussion of the need for evaluative measures of readiness for reading which provide insight into the specific weaknesses of each child; description of the development and validation of an instrument which meets these criteria.
- H-lc-21. Glock, Marvin D. "Reading Tests: Past, Present, and Future," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 55-64.
 Discussion of the impact of reading tests on the improvement of instruction in reading.
- H-lc-22. Huebner, Mildred H. "Innovations in Reading: A Look at Evaluative Procedures," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11,

Part I. Newark, Delaware: International Reading Association, 1967, pp. 533-536.

Discussion of the innovations evident in reading instruction and the operation of evaluation within these various schemes.

- H-1c-23. Jan-Tausch, Evelyn. "Reading Diagnosis--The Essential Ingredient in Teaching Every Child to Read," Diagnostic Viewpoints in Reading, ed. Robert E. Leibert. Newark, Delaware: International Reading Association, 1971, pp. 1-7.

Paper discussing the values and purposes of diagnostic teaching involving diagnostic evaluation at the classroom level; identification of the requirements for reading diagnosis by the teacher--knowledge of the learner and the reading process--with discussion.

- H-1c-24. Johnson, Marjorie S. "The Evaluative Program: Ends and Means," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 548-551.

Discussion of four major purposes of evaluation which information may be used as the basis for a plan of instruction.

- H-1c-25. _____. "The What and Why of Levels of Achievement," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 113-116.

Discussion of the factors characteristic of a child's levels of reading achievement which the classroom teacher must be aware of in order to plan effective instruction for the child.

- H-1c-26. Kerfoot, James F. "An Instructional View of Reading Diagnosis," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 215-219.

Discussion of six supplements to the informal reading inventory which make interpretation of the results more meaningful for classroom instruction.

- H-lc-27. Lampard, Dorothy M. "Early Diagnosis of Reading Disability," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 191-193.
Discussion of the proposal that reading disability can be prevented many times by early diagnosis and teaching which strengthens specific weaknesses.
- H-lc-28. Lloyd, Bruce A. "Helping the Disabled Reader," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 171-176.
Discussion of the manner in which a disabled reader is identified, his specific weaknesses are located, and a program of instruction is planned according to his individual needs.
- H-lc-29. Martin, Dorothy L. "Determining Individual and Group Expectations for Reading in Kindergarten Through Grade Three," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 21-24.
Discussion of the various procedures for observing and recording development and changes in pupils' reading capacity.
- H-lc-30. Mills, Robert E. "Test Not?" Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 536-538.
Discussion of several criticisms leveled against testing in the educational program.
- H-lc-31. Oliver, Marvin E. "Reading Performance and Rectangles," Education, 92 (November-December, 1971), 68-69.
Discussion of the weaknesses inherent in one reading level score with suggestions for obtaining additional information which would help the teacher custom-make the child's reading instruction.

- H-1c-32. Schiffman, Gilbert. "Current Information on Achievement Levels in Reading," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 119-123.
Report of a study comparing the instructional reading level as determined by the corrective reading teachers' use of informal tests, standardized reading scores, and reading-ability levels of assigned texts used in the classroom; the results of a survey of elementary and secondary teachers and elementary and secondary office personnel's opinion concerning achievement levels in reading.
- H-1c-33. Sheldon, William D. "Specific Principles Essential to Classroom Diagnosis," The Reading Teacher, 14 (September, 1960), 2-8.
Identification and discussion of six specific principles of diagnosis.
- H-1c-34. Simpson, Hazel D. "Establishing the Instructional Level," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 540-542.
Detailed discussion of the purposes, uses, and construction of informal reading inventories.
- H-1c-35. Smith, Helen K. "Diagnosis of Reading Difficulties by the Classroom Teacher," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 544-548.
Identification and discussion of seven principles of reading diagnosis applicable at all levels of instruction from first grade through college.
- H-1c-36. Spache, George D. "Clinical Diagnosis in the Classroom," The Reading Teacher, 14 (September, 1960), 14-18.
Clinical diagnosis in the classroom is described as intensive teacher evaluation and teaching of severely retarded readers; tests and procedures for use by the classroom teacher are discussed.

- H-1c-37. Spache, George D. "Estimating Reading Capacity," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 15-20.
Discussion of the various procedures and instruments used in determining pupils' estimated reading capacity.
- H-1c-38. Tyler, Ralph W. "What IS Evaluation?" Reading: Seventy-Five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 190-198.
Discussion of what is meant by evaluation in education, the new emphasis and new purposes in evaluation, and evaluation of learning experiences outside the classroom.
- H-1c-39. Tyler, Richard. "What Is Evaluation?" Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 4-9.
Discussion of what is meant by evaluation--educational objectives, educational tests and measurements, the appraisal of the learner's characteristics, and the assessment of the conditions of learning.
- H-1c-40. Veatch, Jeanette. "The Materials and Diagnosis of Reading Problems," The Reading Teacher, 14 (September, 1960), 19-25.
Discussion of the purposes, procedures, and materials used in the diagnosis of reading problems in an individualized instructional program.
- H-1c-41. Wyatt, Nita M. "Pinpointing Specific Skill Needs," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 174-178.
Discussion of the necessity of pinpointing specific skill needs before diagnostic teaching can take place; detailed analysis of children's use of phonic skills in the act of reading as isolated by research and the author's observations to provide a model of the behaviors which teachers should observe in pinpointing the depth of children's applying phonic skills.

H-2. Tools Used for the Appraisal of Reading Development

H-2a. Informal Measures

H-2a-1. Research Reviews, Summaries, and Bibliographies

- H-2a-1-1. Powell, William R. "Reappraising the Criteria for Interpreting Informal Inventories," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 100-109.

Discussion of selected research suggesting that the criteria used for determining the instructional level of children in reading through the use of an informal reading inventory can be lower for grades 1 to 3.

- H-2a-1-2. Spencer, Gary D. "Diagnostic Teaching of Reading," The Reading Teacher, 24 (April, 1971), 677-679.
Annotated bibliography of selected articles exploring the real use of diagnosis in the classroom.

H-2a-2. Research Studies

- H-2a-2-1. Christenson, Adolph, and Le Roy Barney. "Oral Reading Errors among Intermediate Children," Education, 89 (April-May, 1969), 307-311.
Report of a study utilizing the informal reading inventory advocated by Emmett A. Betts to determine if there were differences in the types and percentages of errors made by intermediate students while reading unfamiliar material aloud.
- H-2a-2-2. Guszak, Frank S. "Questioning Strategies of Elementary Teachers in Comprehension," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 110-116.
Report of a study which sought to describe what happens when teachers ask students questions about reading--a commonly used technique employed in classroom instruction to increase comprehension.

- H-2a-2-3. Kermoian, Samuel B. "Teacher-Appraisal of First Grade Readiness," Elementary English, 39 (March, 1962), 196-201.
Report of a study which compares a first grade teacher's ability to predict reading readiness to an objective measure of readiness using the Metropolitan Readiness Test Battery.
- H-2a-2-4. McCracken, Robert A. "Using Reading as a Basis for Grouping," Education, 84 (February, 1964), 357-359.
Report of a project which sought to determine whether informal reading inventories could be used successfully as a basis for grouping pupils for instructional purposes.
- H-2a-3. Theoretical Discussions
- H-2a-3-1. Aaron, Ira A. "An Informal Reading Inventory," Elementary English, 37 (November, 1960), 457-460.
Description of the nature and use of an informal reading inventory for evaluation of reading ability; presentation of a different procedure in the administration of an informal inventory which more closely resembles the actual reading instruction conducted in the classroom.
- H-2a-3-2. Austin, Mary C., and Mildred H. Huebner. "Evaluating Progress in Reading Through Informal Procedures," The Reading Teacher, 12 (March, 1962), 338-343.
An explanation of the purpose, use, and construction of informal reading inventories as evaluative measures in the classroom and reading clinic.
- H-2a-3-3. Austin, Mary C. "Evaluating Status and Needs in Reading," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 36-41.
Discussion of the informal techniques which can be used by the teacher to evaluate the reading status and needs of pupils throughout the year.
- H-2a-3-4. Brittain, Mary. "Informal Reading Procedures: Some Motivational Considerations," The Reading Teacher, 24 (December, 1970), 216-220.

Discussion of the limitations inherent in applying predetermined statistical criteria to informal reading performance; close examination of motivational factors which this procedure completely overlooks.

- H-2a-3-5. Crescimbeni, Joseph. "The Need for Diagnostic Evaluation," Education, 88 (September-October, 1968), 160-164.
Discussion of the values of teacher-made tests as instruments which allow the teacher to evaluate the effectiveness of instruction and in determining individual needs.
- H-2a-3-6. Frierson, Edward C. "Determining Needs," Education, 85 (April, 1965), 461-466.
Discussion of the steps necessary for identifying and solving the needs of disadvantaged children.
- H-2a-3-7. Graubard, Paul S. "Assessment of Reading Disability," Elementary English, 44 (March, 1967), 228-230.
Identification of nine potential signals of reading difficulty and discussion of informal checks the teacher may apply to detect these.
- H-2a-3-8. Guszak, Frank J. "Dilemmas in Informal Reading Assessments," Elementary English, 47 (May, 1970), 666-670.
Discussion of the weaknesses inherent in the use of informal reading inventories to determine the independent, instructional, and frustrational reading levels.
- H-2a-3-9. Hunt, Lyman C., Jr. "The Effect of Self-Selection, Interest, and Motivation upon Independent, Instructional, and Frustrational Levels," The Reading Teacher, 24 (November, 1970), 146-151, 158.
Discussion of the dangers inherent in the practice of establishing reading levels with suggestions for strengthening classroom instruction on the individual level.
- H-2a-3-10. Johnson, Marjorie S. "Reading Inventories for Classroom Use," The Reading Teacher, 14 (September, 1960), 9-13.
Discussion of the uses for informal reading inventories in the classroom--their nature,

purposes for their use, procedures in using the inventories in both group and individual situations, and the most appropriate materials for use in their construction.

- H-2a-3-11. Kender, Joseph P. "How Useful Are Informal Reading Tests?" Journal of Reading, 11 (February, 1968), 337-342.

Discussion of the usefulness of informal reading tests; proposal of a set of guidelines which is derived from a review of research on the use of informal reading tests.

- H-2a-3-12. _____. "Informal Reading Inventories," The Reading Teacher, 24 (November, 1970), 165-167.

Examination of the usefulness of informal reading inventories and discussion of the research designed to establish the standard for reading at the instructional level and research validating informal instruments.

- H-2a-3-13. Maginnis, George. "The Readability Graph and Informal Inventories," The Reading Teacher, 22 (March, 1969), 516-518, 559.

Extended the Fry graphs to first grade level in order to determine approximate readability level of a passage taken from a basal reader for construction of an informal reading inventory.

- H-2a-3-14. McGinnis, Dorothy J. "Making the Most of Informal Inventories," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 93-99.

Discussion of the many traits which can be assessed by means of informal inventories with cautions as to the use of the information gathered.

- H-2a-3-15. Reeves, Harriet. "Individual Conferences--Diagnostic Tools," The Reading Teacher, 24 (February, 1971), 411-415, 467.

Exploration of the use of the individual conference as a tool for discovering specific pupil weaknesses and planning the instructional program according to individual needs within the framework of the regular program.

- H-2a-3-16. Schell, Leo M. "Informal Reading Skills Inventories," Education, 89 (November-December, 1968), 117-120.

Discussion of the values of teacher-made skills inventories for determining the skills needs of the pupils plus a suggested procedure for constructing such an instrument.

- H-2a-3-17. Smith, Philip G. "The Art of Asking Questions," The Reading Teacher, 15 (September, 1961), 3-7, 37.

Traces the development of the art of questioning from the ancient Greeks to present-day teachers. Points out pitfalls to avoid. Explores art of asking questions and suggests the role of the teacher in preparing for and follow-up experiences to supplement programmed instruction.

- H-2a-3-18. Wilson, Richard C. "Using Individualized Reading as a Diagnostic Technique," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 110-115.

Explanation of how individualized reading can be used as an informal diagnostic technique.

H-2b. Standardized Measures

H-2b-1. Research Reviews, Summaries, and Bibliographies

- H-2b-1-1. Weintraub, Samuel. "Readiness Measures for Predicting Reading Achievement," The Reading Teacher, 20 (March, 1967), 551-558.

Examination of the literature dealing with newer or different attempts to measure readiness factors; brief discussion of the value of previously developed measures used by classroom teachers.

H-2b-2. Research Studies

- H-2b-2-1. Hardin, Veralee B., and Wilbur S. Ames. "A Comparison of the Results of Two Oral Tests," The Reading Teacher, 22 (January, 1969), 329-334.

Description of a study designed to compare the level of instruction and the type of oral reading errors obtained on the Gray Oral Reading

Test with those obtained on a subjective reading inventory, by disabled reading subjects.

- H-2b-2-2. Karlin, Robert, and Hayden Jolly. "The Use of Alternate Forms of Standardized Reading Tests," The Reading Teacher, 19 (December, 1965), 187-191, 196.
A study conducted to determine the need for using alternate forms of selected standardized reading tests.
- H-2b-2-3. Neville, George. "The Relationship between Reading Skills and Intelligence Test Scores," The Reading Teacher, 18 (January, 1965), 257-261.
A study of the relationship between reading skills and performance on group and individual intelligence tests; exploration of the degree to which the easily administered Peabody Picture Vocabulary Test neutralizes the influence of poor reading ability to approximately the same degree as the longer more difficult to administer Wechsler Intelligence Scale for Children (WISC).
- H-2b-2-4. Ramsey, Wallace, and Dorothy Harrod. "Diagnostic Measures of Phonic Analysis Skills," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 642-645.
Report of a study which sought to determine which of three diagnostic measures of phonic analysis skills best pinpointed a student's weaknesses in phonic analysis.
- H-2b-2-5. Robinson, H. Alan, and Earl Hanson. "Reliability of Measures of Reading Achievement," The Reading Teacher, 21 (January, 1968), 307-313, 323.
Description of a study which sought to identify instruments which would measure the variables identified by the author in 1965 as being related to success in beginning reading; variables--visual efficiency, auditory acuity, visual discrimination, auditory discrimination, visuo-motor ability, intelligence, and reading readiness; measured fit for each of three socio-economic groups at three grade levels--1, 2, and 3.

H-2b-3. Theoretical Discussions

- H-2b-3-1. Abrahms, Jules C. "Tests for Evaluating Achievement Levels in Reading," Reading as an Intellectual Activity, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 8. New York: Scholastic Magazines, 1963, pp. 116-118.

Discussion of the merits and uses of both informal reading inventories and standardized tests of reading achievement.

- H-2b-3-2. Davis, William Q. "Functional Use of Standardized Reading Tests," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 78-85.

A discussion of nine functional uses of standardized test scores in classroom diagnosis of reading ability.

- H-2b-3-3. Farr, Roger. "Reading Tests and Teachers," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 49-54.

Discussion of the many factors of which teachers must be aware when using standardized reading tests for classroom diagnosis.

- H-2b-3-4. Hayward, Priscilla. "Evaluating Diagnostic Reading Tests," The Reading Teacher, 21 (March, 1968), 523-528.

Discussion of diagnostic reading tests for the purpose of identifying the various types and their purpose plus factors to consider when selecting one for use with an individual in the classroom.

- H-2b-3-5. Ladd, Eleanor M. "More Than Scores from Tests," The Reading Teacher, 24 (January, 1971), 305-311.

Exploration of techniques through which it is possible to gain additional information from the administration of standardized reading tests, some to be applied to test scores, others require additions to the prescribed testing procedures.

- H-2b-3-6. Mitchell, Addie S. "Values and Limitations of Standardized Reading Tests," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 163-167.
Discussion of the values and limitations of standardized reading tests.
- H-2b-3-7. Mour, Stanley I. "Interpreting the Results of Standardized Tests," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 167-171.
Discussion of factors related to the child, the test, and the teacher which have important influences upon the interpretation of standardized test scores.
- H-2b-3-8. Plessas, Gus R. "Another Look at the Reading Score," Education, 83 (February, 1963), 344-347.
Analysis of the disparities and causes of standardized reading test scores placing many children on instructional reading levels far above the children's actual reading level.
- H-2b-3-9. Slobodzian, Evelyn B. "Use of the Illinois Test of Psycholinguistic Abilities as a Readiness Measure," Reading Diagnosis and Evaluation, ed. Dorothy L. DeBoer. International Reading Association Conference Proceedings, Vol. 13, Part IV. Newark, Delaware: International Reading Association, 1970, pp. 17-24.
Discussion of the factors related to a child's psycholinguistic abilities which the Illinois Test of Psycholinguistic Abilities isolates thereby providing the teacher with knowledge of what areas in a child's language development need improvement to help provide readiness for reading instruction.
- H-2b-3-10. Traxler, Arthur E. "Values and Limitations of Standardized Reading Tests," Evaluation of Reading, ed. Helen M. Robinson. Supplementary Educational Monographs, Vol. 88. Chicago: University of Chicago Press, 1958, pp. 111-117.
Discussion of the limitations and values of standardized reading tests and their role in the total evaluative program.

I. READERS WITH SPECIAL NEEDS

I-1. Gifted Children

I-1a. Research Reviews, Summaries, and Bibliographies

- I-1a-1. Birch, Jack W., and Maynard C. Reynolds. "The Gifted," Review of Educational Research, 33 (February, 1963), 83-98.

Review of three years of research which explored giftedness; the studies are categorized as follows: characteristics and identification of the gifted, curriculum development and adaptations, and general developments.

- I-1a-2. Durr, William K., and Calhoun C. Collier. "Recent Research on the Gifted," Education, 81 (November-1960), 163-170.

Review of research exploring the following areas in relation to the gifted student: family background, interests and attitudes, social characteristics, achievement, and educational provisions.

- I-1a-3. Frierson, Edward C. "The Gifted," Review of Educational Research, 39 (February, 1969), 25-37.

Review of the research published during the three year period from 1965 to 1968, which studied giftedness; a new trend in giftedness research was identified and explored as were studies designed for identifying the gifted, teaching them, and developing creativity among them.

- I-1a-4. Gallagher, James J., and William Rogge. "The Gifted," Review of Educational Research, 36 (February, 1966), 37-55.

Review of the research published between February, 1963, and June, 1965, which explored the concept of giftedness; the factors which were examined were identification and definition, characteristics such as learning, attitude and personality, sex differences, program adjustments, grouping, acceleration, independent study and honors, curriculum and others.

- I-1a-5. Grotberg, Edith H. "Selected Bibliography of the Gifted and Creative Child," Education, 88 (September-October, 1967), 52-56.

Annotated bibliography of the publications related to the gifted and creative child since 1950.

- I-1a-6. Nemeth, Joseph S. "Reading and the Gifted," The Reading Teacher, 22 (May, 1969), 767-771.
Annotated bibliography of references from other journals which study the gifted child and reading.
- I-1a-7. Townsend, Agatha. "Helping the Gifted Reader," The Reading Teacher, 14 (September, 1960), 46-49.
Summary of research findings which relate to the reading instructional program for gifted elementary students.
- I-1a-8. Witty, Paul A. "Reading for the Gifted," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 47-55.
Summary of selected studies of the gifted and creative child with discussion of the need for revising thinking and modifying practices in reading instruction for these children.

I-1b. Theoretical Discussions

- I-1b-1. Barbe, Walter B. "Developing Creative Thinking in Gifted Children Through the Reading Program," The Reading Teacher, 15 (December, 1961), 198-201.
An exploration of the process of critical thinking in relation to the characteristics of gifted children.
- I-1b-2. _____. "Identification of Gifted Children," Education, 88 (September-October, 1967), 11-14.
Discussion of the factors used for identification of the gifted child from other children.
- I-1b-3. Bigaj, James J. "A Reading Program for Gifted Children in the Primary Grades," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 144-148.
Discussion of the essential principles of reading instruction for the gifted child with consideration of appropriate methods and materials as well as identifying characteristics.

- I-lb-4. DeBoer, John J. "Creative Reading and the Gifted Student," The Reading Teacher, 16 (May, 1963), 435-441.
Exploration of the reader's role as an active participant in the reading act; identification of creative actions of gifted major children and identification of five tasks of creative thinking--(1) creative inquiry, (2) creative interpretation, (3) creative integration, (4) creative application, and (5) creative criticism.
- I-lb-5. Durr, William K., and Robert R. Schnatz. "Personality Differences between High-Achieving and Low-Achieving Gifted Children," The Reading Teacher, 17 (January, 1964), 251-254.
A study conducted to assess any differences in personality which might exist between gifted children who are reading in line with their potential as compared with their underachieving counterparts.
- I-lb-6. Krippner, Stanley. "Characteristics of Gifted Children," Education, 88 (September-October, 1967), 15-21.
Discussion of recent studies of the characteristics of gifted children.
- I-lb-7. Smith, David W. "Identifying Gifted School-age Children," Education, 83 (February, 1963), 370-374.
Examination of the available techniques used for identifying gifted students--Intelligence Tests and Lists of Characteristics--with discussions of the weaknesses inherent in these methods.
- I-lb-8. Witty, Paul A. "A Balanced Reading Program for the Gifted," The Reading Teacher, 16 (May, 1963), 418-424.
Discussion of the characteristics of gifted students and the reading program for them.
- I-lb-9. _____. "Characteristics of Gifted and Creative Pupils and Their Needs for Reading Experiences," Meeting Individual Needs in Reading, ed. Helen K. Smith. Newark, Delaware: International Reading Association, 1971, pp. 108-123.
Definition and description of gifted and creative students with discussion of some of their most insistent needs for reading instruction and related experiences.

I-2. Slow Learners

I-2a. Research Reviews, Summaries, and Bibliographies

- I-2a-1. Ferguson, Donald G. "Review of Literature on the Slow Learner," Education, 81 (February, 1961), 326-330.

Summary of a search of the literature exploring the identification of slow learners, planning a program of instruction and actual teaching of these children.

I-2b. Research Studies

- I-2b-1. Rapier, Jacqueline L. "Learning Abilities of Normal and Retarded Children as a Function of Social Class," Journal of Educational Psychology, 59 (April, 1968), 102-110.

Report of a study which compared the learning ability of normal and retarded elementary school children from high- and low-socioeconomic backgrounds on a series of learning tasks.

- I-2b-2. Reid, Hale C., Louise Beltramo, and Siegmar Muehl. "Teaching Reading to the Low Group in the First Grade--Extended into Second Grade," The Reading Teacher, 20 (May, 1967), 716-719.

Final report of an extended study of teaching reading to the low group in first grade.

- I-2b-3. Sawyer, Richard P. "Better Speech for Better Reading," The Elementary School Journal, 65 (April, 1965), 359-365.

Report of an action research project in which retarded readers were given opportunities to improve both reading and speaking skills.

- I-2b-4. Whipple, Clifford I., and Frank Kodman, Jr. "A Study of Discrimination and Perceptual Learning with Retarded Readers," Journal of Educational Psychology, 60 (February, 1969), 1-5.

A study of the learning abilities in a group of educationally retarded readers; the two areas of investigation discrimination learning and perceptual learning.

I-2c. Theoretical Discussions

- I-2c-1. Abraham, Willard. "A Variety of Ideas Pertinent to the Slow Learner," Education, 81 (February, 1961), 352-355.

Discussion of several ideas related to the slow learning child--Attitudes, Interests, Ambition of the Slow Learner, Special Classes for him, the Subject-Matter Fields, Parents of Slow Learners, and Multiple Handicaps.

- I-2c-2. Barbe, Walter B. "The Slow Learner--A Plea for Understanding," Education, 81 (February, 1961), 323-325.
Discussion of the slow learner and the instructional program of the schools.

- I-2c-3. Fantini, Mario D. "Let's Make Learning Exciting for Slow Learners Too," The Elementary School Journal, 61 (October, 1960), 10-13.

Description of the many prevailing attitudes and practices existing regarding the learning capacities of and programs for slow learners; Presentation of a list of the known learning characteristics of slow learners and description of learning situations which were meaningful to this class of learners.

- I-2c-4. Harris, Albert J. "Helping the Slow Reader Who Is Educationally Deprived," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 173-175.

Discussion of the educational efforts taking place to raise the reading level of educationally disadvantaged children.

- I-2c-5. Hines, Wayne L. "Theoretical and Practical Perspectives in Slow Reading," Education, 89 (April-May, 1969), 336-343.

Discussion of the various problems in reading that arise from psychological and physiological conditions and from organic eye disorders.

- I-2c-6. West, Jeff. "Grouping Slow Learners," Education, 81 (February, 1961), 345-347.

Discussion of the various means for grouping slow learners for instruction and their effectiveness as seen from the results of experimentation in the schools of Dade County, Florida.

- I-2c-7. Witty, Paul. "Needs of Slow-learning Pupils," Education, 81 (February, 1961), 331-335.
Discussion of the needs of the slow learner both academic and developmental.

I-3. Disadvantaged Children

I-3a. Research Reviews, Summaries, and Bibliographies

- I-3a-1. Betts, Emmett A. (ed.). "A Select Bibliography on Reading Instruction for the Educationally Retarded and the Disadvantaged," Education, 85 (April, 1965), 503-506.
Annotated bibliography of articles relating to the educationally retarded and the disadvantaged; composed of three sections: General, Reading Instruction for the Educationally Retarded, and Reading Instruction for the Disadvantaged.
- I-3a-2. Chandler, Theodore A. "Reading Disability and Socio-Economic Status," Journal of Reading, 10 (October, 1966), 5-19.
An examination of research studies which explored the relationship of socio-economic status to reading disability and reading progress.
- I-3a-3. Deutsch, Cynthia P. "Education for Disadvantaged Groups," Review of Educational Research, 35 (April, 1965), 140-146.
Review of the research and books concerned with the education of the mentally retarded and the socially disadvantaged.
- I-3a-4. Edington, Everett D. "Disadvantaged Rural Youth," Review of Educational Research, 40 (February, 1970), 69-85.
Review of the research studying the characteristics of rural youth which tend to cause them to become disadvantaged.
- I-3a-5. Gordon, Edmund W. "Characteristics of Socially Disadvantaged Children," Review of Educational Research, 35 (December, 1965), 377-388.
Review of the research that was designed to determine the characteristics which identify the disadvantaged child from his more advantaged

peer; the investigations centered on home environment and family status, on language, cognition, and intellectual function, and on motivation and aspiration.

- I-3a-6. Gordon, Edmund W. "Introduction," Review of Educational Research, 50 (February, 1970), 1-12.
Discussion of the major trends evidenced in research relating to the education of the disadvantaged; presentation of a list of the conceptual and methodological problems characteristic of such research.
- I-3a-7. Grotberg, Edith H. "Learning Disabilities and Remediation in Disadvantaged Children," Review of Educational Research, 35 (December, 1965), 413-425.
Review of the research which sought to isolate the factors associated with learning disabilities and remediation among disadvantaged children; the factors explored include intelligence, school achievement, reading retardation, linguistics and language patterns, perception, conception, cognition, and vocabulary, and the cumulative effects of social and cultural background.
- I-3a-8. Miller, Harry B. "Reading and the Disadvantaged," The Reading Teacher, 24 (December, 1970), 277-279.
Annotated bibliography of research describing efforts to improve the school's instructional program for the culturally different.
- I-3a-9. Serage, Marilyn Mayer. "The Culturally Deprived Reader: Research, Diagnosis, and Prescriptions," Library Quarterly, 40 (April, 1970), 250-264.
A summary of the findings of research studies which proved the causes of educational failure among culturally deprived children; six major categories are identified; in addition the research exploring the evaluation of the needs of the culturally deprived child and the programs of action developed to meet these needs are explained.
- I-3a-11. Stein, Zena, and Mervyn Susser. "Mutability of Intelligence and Epidemiology of Mild Mental Retardation," Review of Educational Research, 40 (February, 1970), 29-67.

Review of the research studying the variation of measured intellectual performance when sampled at different times and to examine the knowledge about these variations as they bear on the distribution of mental retardation; the epidemiology of mild mental retardation is seriously explored.

- I-3a-11. St. John, Nancy H. "Desegregation and Minority Group Performance," Review of Educational Research, 40 (February, 1970), 111-133.

Identification of three phases of research examining the effects of desegregation on minority group performance; critical review of the research studies which may be categorized in each of these phases with a summary of the overall findings of these studies.

- I-3a-12. Webster, Staten W. "Research in Teaching Reading to Disadvantaged Learners," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 540-545.

Summary-review and evaluation of research which explores the topic Teaching Reading to Disadvantaged Learners; their problems related to reading are discussed and research on programs of instruction for disadvantaged learners is discussed from the preschool and readiness to the elementary school and adolescent or young adult levels.

- I-3a-13. Wittick, Mildred L. "Culturally Deprived Children and Reading Achievement," Combining Research Results and Good Practice, ed. Mildred A. Dawson. International Reading Association Conference Proceedings, Vol. 11, Part II. Newark, Delaware: International Reading Association, 1967, pp. 29-34.

Summary of selected research studies which examined the reading achievement of culturally deprived children.

- I-3a-14. Zigler, Edward. "Social Class and the Socialization Process," Review of Educational Research, 40 (February, 1970), 87-110.

Review of the literature which provides evidence of social class differences in general attitudes and behavior and to the theoretically important studies dealing with social class

differences in child rearing as well as the studies which propose various interpretations of intra-societal differences.

- I-3a-15. Zirkel, Perry A. "Self-Concept and the 'Disadvantage' of Ethnic Group Membership and Mixture," Review of Educational Research, 41 (June, 1971), 211-225.

Review of the research assessing the effect which ethnic group membership has on self-concept and the effect which ethnic group mixture has on self-concept; interpretation of the conflicting viewpoints and findings.

I-3b. Research Studies

- I-3b-1. Aliotti, Nicholas. "Ability to 'Read a Picture' in Disadvantaged First Grade Children," The Reading Teacher, 24 (October, 1970), 3-6, 57.

Description of a study designed to compare the relative ability of disadvantaged boys and girls with middle class boys' and girls' ability to recognize objects and situations depicted in pictures.

- I-3b-2. Ames, Wilbur S., Carl L. Rosen, and Arthur V. Olson. "The Effects of Nonstandard Dialect on the Oral Reading Behavior of Fourth Grade Black Children," Language, Reading, and the Communication Process, ed. Carl Braun. Newark, Delaware: International Reading Association, 1971, pp. 63-70.

Report of research designed to determine if the "interference effect" resulting from introducing black children with nonstandard dialect to reading in materials written in standard English is evident when these children read orally in standard English sentences.

- I-3b-3. Baldwin, Thelma L., Paul T. McFarlane, and Catherine J. Garvey. "Children's Communication Accuracy Related to Race and Socioeconomic Status," Child Development, 42 (June, 1971), 345-357.

Report of research investigating the possibility of differences between socially disadvantaged children and middle-class children in the use of language to exchange task-relevant information, and if there were differences, to begin to identify characteristics of communications which account for the differences in accuracy and efficiency.

- I-3b-4. Bartel, Nettie R. "Locus of Control and Achievement in Middle- and Lower-Class Children," Child Development, 42 (October, 1971), 1099-1107.
Report of a study which investigated children's beliefs about their ability to control their environment when they first enter school and periodically thereafter; also investigated was the relationship between locus of control (control over one's destiny) and school achievement in young children of the middle and lower classes.
- I-3b-5. Binkley, M. Edward. "School Entrance Variables and Later Achievement and Personality," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 628-634.
Report of a study designed to assess the relationship between certain school entrance variables and later achievement and personality for culturally-deprived school children.
- I-3b-6. Bruininks, Robert H. "Measures of Intelligence, Language, Creativity, Reading, and Written Language Achievement of Disadvantaged Children," Reading Goals for the Disadvantaged, ed. J. Allen Figurel. Newark, Delaware: International Reading Association, 1970, pp. 43-54.
Report of research designed to determine the academic and linguistic characteristics of disadvantaged children as well as the magnitude of correlations between a number of tests and various aspects of achievement.
- I-3b-7. Cohen, S. Alan, and Gita S. Kornfeld. "Oral Vocabulary and Beginning Reading in Disadvantaged Black Children," The Reading Teacher, 24 (October, 1970), 33-38.
Description of a study designed to assess whether urban ghetto children have sufficient conceptual vocabulary (oral) to handle the reading materials used for beginning instruction.
- I-3b-8. Goodstein, H. A., G. W. Whitney, and J. F. Cawley. "Prediction of Perceptual Reading Disability among Disadvantaged Children in the Second Grade," The Reading Teacher, 24 (October, 1970), 23-28.
Report of a longitudinal research project which was designed to study the psychoeducational

correlates of academic success or failure as evidenced in mentally handicapped and average disadvantaged children.

- I-3b-9. Greenburg, Judith W., Joan M. Gerver, Jeanne Chall, and Helen H. Davidson. "Attitudes of Children from a Deprived Environment Toward Achievement-Related Concepts," The Journal of Educational Research, 59 (October, 1965), 57-62.
Report of a study which sought to investigate the attitudes of children from a severely deprived environment toward a number of concepts presumed to be important for school learning and to determine whether there were variations in attitudes associated with differences in school achievement and with sex.
- I-3b-10. Guinagh, Barry J. "An Experimental Study of Basic Learning Ability and Intelligence in Low-Socioeconomic-Status Children," Child Development, 42 (March, 1971), 27-36.
Report of a study of the basic learning ability and intelligence in low-socioeconomic status children--white and black.
- I-3b-11. Hess, Robert D., and Virginia C. Shipman. "Early Experience and the Socialization of Cognitive Modes in Children," Child Development, 36 (December, 1965), 869-886.
Report of a research study which sought to explore the question "What is cultural deprivation and how does it act to shape and depress the resources of the human mind?"
- I-3b-12. Jeruchimowicz, Rita, Joan Costello, and J. Susana Bagur. "Knowledge of Action and Object Words: A Comparison of Lower- and Middle-Class Negro Preschoolers," Child Development, 42 (June, 1971), 455-464.
Report of research designed to investigate qualitative and quantitative differences in preschool Negro children's knowledge of action and object words as a function of social class.
- I-3b-13. Kashinsky, Marc, and Morton Wiener. "Tone in Communication and the Performance of Children from Two Socioeconomic Groups," Child Development, 40 (December, 1969), 1193-1202.
Report of research designed to determine if

there are differential responses for children from different socioeconomic classes when the child is given an entire set of instructions said with different tones and then allowed to work on a task at his own rate.

- I-3b-14. Katz, Phyllis A. "Verbal Discrimination Performance of Disadvantaged Children: Stimulus and Subject Variables," Child Development, 38 (March, 1967), 233-242.

Report of a research study designed to obtain information regarding the variables which may affect the relation between discrimination and reading performance and to compare the auditory and visual discrimination performance of normal and retarded readers of different ages.

- I-3b-15. Lourenso, Susan V., Judith W. Greenburg, and Helen H. Davidson. "Personality Characteristics Revealed in Drawings of Deprived Children Who Differ in School Achievement," The Journal of Educational Research, 59 (October, 1965), 63-67.

Report of a study which analyzed the drawings of fourth grade lower-class Negro children for characteristics that might provide insights into differences in school achievement.

- I-3b-16. Mumbauer, Corinne C., and J. O. Miller. "Socioeconomic Background and Cognitive Functioning in Preschool Children," Child Development, 41 (June, 1970), 471-480.

Report of a comparative study of advantaged and disadvantaged four year olds in relation to their general intellectual functioning, learning performance, impulsivity-reflectivity characteristics, ability to inhibit motor behavior upon request, and their manifestation of exploratory behavior.

- I-3b-17. Osser, Harry, Marilyn D. Wang, and Farida Zaid. "The Young Child's Ability to Imitate and Comprehend Speech: A Comparison of Two Subcultural Groups," Child Development, 40 (December, 1969), 1063-1075.

Report of research designed to discover whether differences in the control of certain syntactic structures exist between children of two distinct subcultures.

- I-3b-18. Overton, Willis F., Janis Wagner, and Harriet Dolinsky. "Social-Class Differences and Task Variables in the Development of Multiplicative Classification," Child Development, 42 (December, 1971), 1951-1958.

Report of research designed to assess the performance of lower-class children and middle-class white children on multiplicative classification at several age levels; in multiplicative classification the categories of classification are given and the child is required to make inferences about class relationships, determine the class intersection; both actual objects and pictorial forms are utilized.

- I-3b-19. Quay, Lorene C. "Language Dialect, Reinforcement, and the Intelligence Test Performance of Negro Children," Child Development, 42 (March, 1971), 5-15.

Report of research designed to evaluate the influence of motivation and communication on the intellectual performance of Negro preschool children.

- I-3b-20. Rogers, Donald W. "Visual Expression: A Creative Advantage of the Disadvantaged," The Elementary School Journal, 68 (May, 1968), 394-399.

Report of a study of the visual abilities of disadvantaged children and its implications for the instructional program to be used with these children.

- I-3b-21. Rohwer, William D., Jr. "Grade Level School Strata, and Learning Efficiency," Journal of Educational Psychology, 59 (February, 1968), 26-31.

Report of a study designed to evaluate the facilitory effects of sentence verbalization and action depiction on the learning of paired associates by first-, third-, and sixth-grade children from high- and low-socioeconomic schools.

- I-3b-22. Stevenson, Harold W., Anne M. Williams, and Edgar Coleman. "Interrelations among Learning and Performance Tasks in Disadvantaged Children," Journal of Educational Psychology, 62 (June, 1971), 179-184.

A study designed to isolate hypothesized learning differences of middle- and lower-class children.

- I-3b-23. Stout, Doris. "Evaluating the Needs of the Culturally Disadvantaged in Grades Four Through Eight," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 124-128.
Description of a four-year pilot study in Milwaukee in which teachers worked with children new to the city and transient children; constant interaction between evaluation and teaching can be seen as the children engage in experience writing, vocabulary expansion activities, and in direct experiences for concept building.
- I-3b-24. Wakefield, Mary W., and Nicholas J. Silveroli. "A Study of Oral Language Patterns of Low Socio-economic Groups," The Reading Teacher, 22 (April, 1969), 622-624, 663.
Description of a study designed to determine if the speech patterns of low socioeconomic Negro and Spanish surnamed children differ structurally from that of the Anglo children and to assess whether ethnic or economic factors have more influence on their language development.
- I-3b-25. Weener, Paul D. "Social Dialect Differences and the Recall of Verbal Messages," Journal of Educational Psychology, 60 June, 1969), 194-199.
Report of an investigation of the influence of dialect differences in communication between adults and children from different dialect communities.
- I-3b-26. Whipple, Gertrude. "Inspiring Culturally Disadvantaged Children to Read," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 253-255.
Report of a study comparing beginning reader's interests in basal reader material depicting multi-ethnic characters with a series depicting only white characters; discussion of the classroom as a social lever.
- I-3b-27. Worley, Stinson E., and William E. Story. "Socio-economic Status and Language Facility of Beginning First Graders," The Reading Teacher, 20 (February, 1967), 400-403.

Description of an investigation which sought to determine the degree to which entering first grade children of low socioeconomic status differ in language facility from entering first grade children of high socioeconomic status groups.

I-3c. Theoretical Discussions

- I-3c-1. Baratz, Joan C. "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children," Elementary English, 46 (February, 1969), 199-203.

Exploration of the language differences of the Negro ghetto child as probable causes of the high incidence of reading failure evidenced in this group.

- I-3c-2. Barbe, Walter B. "Who Are the Educationally Retarded?" Education, 85 (April, 1965), 451-454.

Identification of three major classifications of children who experience difficulty in the regular instructional program of the schools.

- I-3c-3. Berg, Paul C. "The Culturally Disadvantaged Student and Reading Instruction," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 111-119.

Paper exploring the characteristics of disadvantaged children and the effect which the teacher's attitude has upon the educational program for these children; ideas for the improvement of the instructional program for disadvantaged children are offered.

- I-3c-4. Bordie, John G. "Language Tests and Linguistically Different Learners: The Sad State of the Art," Elementary English, 47 (October, 1970), 814-828.

Discussion of the adequacy of various language tests for measuring or identifying the characteristics of linguistically different learners, evaluation of their helpfulness in planning instructional strategies, and discussion of how the learning potentialities of linguistically different learners can be measured and what are the most urgent needs in test construction.

- I-3c-5. Calitri, Charles J. "Cultural Differences in Children," Education, 85 (April, 1965), 458-460.
Discussion of the inherent danger underlying the identification and labeling of children with cultural differences--losing sight of the individual.
- I-3c-6. Cramer, Ronald L. "Dialectology--A Case for Language Experience," The Reading Teacher, 25 (October, 1971), 33-39.
Examination of the relationship between dialect and initial reading ability; examination of four distinct teaching alternatives.
- I-3c-7. Dale, Edgar. "Vocabulary Development of the Underprivileged Child," Elementary English, 42 (November, 1965), 778-786.
Discussion of the factors in an underprivileged child's background which may retard language development and exploration of possible remediation measures available to the teacher.
- I-3c-8. Davino, Antoinette C. "Reading Program for the Afro-American," Meeting Individual Needs in Reading, ed. Helen K. Smith. Newark, Delaware: International Reading Association, 1971, pp. 94-100.
Discussion of several factors which should characterize a reading program for the Afro-American.
- I-3c-9. Edwards, Thomas J. "Cultural Deprivation: Ideas for Action," Forging Ahead in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 12, Part I. Newark, Delaware: International Reading Association, 1968, pp. 357-363.
Discussion of the many aspects of cultural deprivation, its characteristics and attempts being made to remove it as a block to further learning.
- I-3c-10. _____. "The Language-Experience Attack on Cultural Deprivation," The Reading Teacher, 18 (April, 1965), 546-551.
Discussion of the problems faced by the culturally deprived learner with exploration of language-experience activities as possible sources of remediation.

- I-3c-11. Entwisle, Doris R. "Implications of Language Socialization for Reading Models and for Learning to Read," Reading Research Quarterly, 7 (Fall, 1971), 111-167.

Discussion of the specific socialization practices that are associated with reading achievement and some of the experiments and remedial programs now in progress; an overview of research needs is made.

- I-3c-12. Fearn, Leif. "Ten More Important Sources for Reading and the Denied Learner," The Reading Teacher, 24 (October, 1970), 51-53.

Proposal of the term "denied" to describe the kinds of factors which are instrumental in a child's relative failure in school; annotated bibliography of references suggesting possible sources of overcoming this denial.

- I-3c-13. Figurel, J. Allen. "Are the Reading Goals for the Disadvantaged Attainable?" Reading Goals for the Disadvantaged, ed. J. Allen Figurel. Newark, Delaware: International Reading Association, 1970, pp. 1-10.

Identification of the major goal of reading for disadvantaged children and speculation on the adjustments of present programs to meet their needs; investigation of reading retardation in the large cities, the teacher's role in their education, and the capacity of these children and their language acquisition and reading.

- I-3c-14. _____. "Language Patterns of the Disadvantaged Beginning Reader," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 160-166.

Discussion of the different language patterns possessed by disadvantaged children and examination of research projects aimed at reducing the distance between the children's background and the required proficiency demanded of them in the first grade instructional program.

- I-3c-15. Freshour, Frank R. "Dialect and the Teaching of Reading," Education, 92 (November-December, 1971), 92-94.

Discussion of the findings of writers who have worked with children whose spoken dialect is different than the one normally used in school with a summary of the general principles which these writers seem to agree are the best for a teacher to follow in the classroom.

- I-3c-16. Getzels, J. W. "The Problem of Interests: A Reconsideration," Reading: Seventy-Five Years of Progress, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 96. Chicago: University of Chicago Press, 1966, pp. 97-106.

Paper presenting an expanded view of interests; exploration of human behavior which seeks stimulation as well as seeks to reduce stimulation (frustration) and the implications this has for reaching educationally deprived children in the schools.

- I-3c-17. Glatt, Charles A. "Who Are the Deprived Children?" The Elementary School Journal, 65 (May, 1965), 407-413.

Discussion of the varied terminology used by educators when describing deprived children; identification of four propositions which underlie the overall concern with deprivation; deprivation is identified as an individual characteristic and guidelines for assessing the growth needs of individuals are given; description of four individual cases of deprivation.

- I-3c-18. Hanson, Earl, and H. Alan Robinson. "Reading Readiness and Achievement of Primary Grade Children of Different Socio-Economic Strata," The Reading Teacher, 21 (October, 1967), 52-56.

A description of the differences in reading readiness and achievement in reading found among a small number of advantaged, average, and disadvantaged kindergarteners, first, second, and third graders; measures used--The Goodenough Draw-A-Man Scale, Metropolitan Readiness Tests, and Metropolitan Achievement Tests.

- I-3c-19. Harris, Anna S. "Early Diagnosis and Intervention in the Prevention of Illiteracy," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 437-439.

Discussion of the characteristics of culturally disadvantaged children which preclude

success in the academic work of the schools; description of a program of diagnosis and early training to strengthen those skills the children must possess in order to learn to read.

- I-3c-20. Havighurst, Robert J. "Who Are the Disadvantaged?" Education, 85 (April, 1965), 455-457.
Identification of those children who are socially disadvantaged in terms of social origin, and of racial and ethnic backgrounds.
- I-3c-21. Hawk, Travis L. "Self-Concepts of the Socially Disadvantaged," The Elementary School Journal, 67 (January, 1967), 196-206.
Discussion of the basic components of the self-concept, how it may be related to behavior, how it may serve as an impelling or impeding influence on learning, and how it may be maintained or strengthened; examination of the self-concepts of disadvantaged children and suggestions of ways in which they can be changed.
- I-3c-22. Hittleman, Daniel R. "Teaching Reading to the Disadvantaged Elementary Pupil," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I Newark, Delaware: International Reading Association, 1969, pp. 154-160.
Discussion of the assumptions about instructing the disadvantaged child in reading with examples of activities which implement this thinking in the instructional program.
- I-3c-23. Loban, Walter. "Teaching Children Who Speak Social Class Dialects," Elementary English, 45 (May, 1968), 592-599, 618.
Discussion of the dialect differences and their status in the elementary classroom.
- I-3c-24. Mingoia, Edwin M. "The Language Arts and Deprived Pupils," Education, 85 (January, 1965), 283-287.
Discussion of the many problems faced by children from disadvantaged environments especially those related to mastering the language arts of the school's instructional program.
- I-3c-25. Mozzi, Lucille. "Evaluating the Needs of the Culturally Disadvantaged Reader in Kindergarten Through Grade Three," Meeting Individual

Differences in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 94. Chicago: University of Chicago Press, 1964, pp. 120-124.

Description of the characteristics which the routine series of standardized tests gives for the disadvantaged child, discussion of eight major facts which teachers must take into consideration when evaluating these children in the primary grades and of the most important needs of these children.

- I-3c-26. Robinson, Helen M. "Characteristics of the Underachiever," The Underachiever in Reading, ed. H. Alan Robinson. Supplementary Educational Monographs, Vol. 92. Chicago: University of Chicago Press, 1962- pp. 9-18.

Identification of five types of underachievers, description of their characteristics, the problems inherent in identifying them, and suggested ways in which the known characteristics may be used effectively by the schools.

- I-3c-27. Schneyer, J. Wesley. "Reading and the Disadvantaged," The Reading Teacher, 23 (March, 1970), 571-573.

Discussion of the varying approaches of research and instruction to remediate the reading difficulties of disadvantaged children.

- I-3c-28. Sheldon, William D. "Language Skills of the Culturally Disadvantaged," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 255-256.

Description of the characteristics of the disadvantaged child's language skills and the nature of an instructional program for developing these.

- I-3c-29. Shuy, Roger W. "Language Variation and Literacy," Reading Goals for the Disadvantaged, ed. J. Allen Figurel. Newark, Delaware: International Reading Association, 1970, pp. 11-22.

Discussion of the relevance of language variation to the reading development program.

- I-3c-30. Smith, Kenneth J., and Henry M. Truby. "Dialectical Variance Interferes with Reading Instruction," Reading and Realism, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 13, Part I. Newark, Delaware: International Reading Association, 1969, pp. 166-171.
Discussion of the difficulties experienced by teachers in the reading instructional program when the children's dialect differs from their own dialect or that used in the instructional materials.
- I-3c-31. Venezky, Richard L. "Nonstandard Language and Reading," Elementary English, 47 (March, 1970), 334-345.
Paper exploring the relationship between non-standard English and the reading process with discussion of research studying the differing means of teaching beginning reading to these speakers.
- I-3c-32. Wagner, Guy. "Helping Disadvantaged Children and Youth," Education, 87 (January, 1967), 313-318.
Discussion of the many ways in which schools and communities are meeting the needs of children with disadvantaged backgrounds.
- I-3c-33. Wolfram, Walter A. "The Nature of Nonstandard Dialect Divergence," Elementary English, 47 (May, 1970), 739-748.
Discussion of two views taken toward the dialect used by Negro children in communication with others--an evaluation of ERIC documents treating the subject..

I-4. Bilingual Children

- I-4-1. Arnold, Richard D. "Components of a Reading Program for the Mexican-American Child," Meeting Individual Needs in Reading, ed. Helen K. Smith. Newark, Delaware: International Reading Association, 1971, pp. 101-107.
Discussion of nine basic principles of the reading program provided to develop the reading skills of the Mexican-American child.
- I-4-2. Braun, Carl. "Reading Achievement of Monolingual and Bilingual Children in Relation to Selected Linguistic Variables," Language, Reading, and the

Communication Process, ed. Carl Braun. Newark, Delaware: International Reading Association, 1971, pp. 41-51.

Report of a research study designed to compare the reading achievement of bilingual and native speakers and to investigate the relationship between reading achievement and certain oral and written language abilities.

- I-4-3. Braun, Carl, and Bernard Klassen. "Transformational Analysis of Oral Syntactic Structures of Children Representing Varying Ethnolinguistic Communities," Child Development, 42 (December, 1971), 1859-1871.

Report of research designed to investigate the extent to which ethnolinguistic background affects speech patterns and syntactic flexibility of first-, fourth-, and sixth-grade children from monolingual, bilingual-French, and bilingual-German rural communities.

- I-4-4. Cohen, David K. "Immigrants and the Schools," Review of Educational Research, 40 (February, 1970), 13-27.

Review of the research comparing the educational success of various immigrant groups coming into the United States with elaboration on the causes of the differences in their educational attainments.

- I-4-5. Feeley, Joan T. "Teaching Non-English Speaking First Graders to Read," Elementary English, 47 (February, 1970), 199-208.

Discussion of the historical and recent approaches of teaching non-English speaking first graders to read.

- I-4-6. Kittell, Jack E. "Intelligence-Test Performance of Children from Bilingual Environments," The Elementary School Journal, 64 (November, 1963), 76-83.

A study of the differences between children from a bilingual environment and those from a unilingual environment in their performance on the language and non-language portions of an intelligence test when measured at third and fifth grade levels; reading achievement, parents' occupational level, sex, and chronological ages of the two groups were also compared on these two grade levels..

- I-4-7. Malkoe, Anna M., and A. Hood Roberts. "Bi-Dialectalism: A Special Report," Elementary English, 47 (January, 1971), 125-136.
Abstracts of selected papers which represent the various points of view about bi-dialectalism.
- I-4-8. Morrisroe, Michael, and Sue Morrisroe. "TESL: A Critical Evaluation of Publications, 1961-1968," Elementary English, 49 (January, 1972), 50-61.
Review of research exploring the bases of teaching English as a second language; studies are classified as scientific or non-scientific.
- I-4-9. Spence, Allyn G., Shitala P. Mishra, and Susan Ghozeil. "Home Language and Performance on Standardized Tests," The Elementary School Journal, 71 (March, 1971), 309-313.
Report of a study designed to investigate the relationship between the language that Mexican-American parents of lower socioeconomic status speak to their children and the children's performance on a battery of standardized tests.
- I-4-10. Zintz, Miles V. "Cultural Aspects of Bilingualism," Vistas in Reading, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 11, Part I. Newark, Delaware: International Reading Association, 1967, pp. 353-361.
Paper proposing that the problems experienced by bilingual children when learning to speak and read English may be the result of major cultural differences and values.

HOW TO USE THE AUTHOR INDEX

Biographies in the Author Index are arranged alphabetically by name and contain four different categories of information: educational background, position at the time of the study, work experience in educational fields, and other publications by the author. In some cases educational background is not included since the vita or reference journal did not note this. In other cases the only information given is the position held by the author when the article was written. In a very few cases the location of the author is not given since none was found.

Abbreviations used in the biographies may be found in the Abbreviations List beginning on page 356.

ABBREVIATIONS LIST

A

A & M	Agricultural and Mechanical
abil	ability
abnorm	abnormal
abstr	abstract
acad	academy
accel	accelerate, accelerated
accomp	accompany, accompanied
achmt	achievement
act	acting, action, activity
add	addition, additional
addic	addiction
adjunct	adjunct
adjstmt	adjustment
adm	administration, admission
adolsnt	adolescent
advncd	advanced
advntr	adventure
advs	advisory, advisor, advising
AFB	air force base
aff	affecting
Afr	Africa
agri	agriculture, agricultural
Ala	Alabama
Alas	Alaska
Albrta	Alberta
Alt	Altoona

Am	America
anal	analysis
apprec	appreciate
apprent	apprentice
approx	approximately
Ariz	Arizona
Ark	Arkansas
arts	articles
assm	assessment
assn	association
assng	assessing
assoc	associate, association
asst	assistant
asstshp	assistantship
audiol	audiology
auth	author
A-V	Audio-Visual

B

BA	Bachelor of Arts
BC	British Columbia
bd	board
B Ed	Bachelor of Education
beh	behavior
bet	between
bibliogr	bibliography
bks	books
B ME	Bachelor of Music Education
br	branch
Br	Britain
Brit	Brittanica
bur	bureau
bus	business

C

Calif	California
Cal St Coll	California State College
Cambrg	Cambridge
Can	Canada
cand	candidate
Cath	Catholic
centr	center
centrl	central
ch	child, children
chem	chemistry
chf	chief
chhd	childhood
chptr	chapter
chrnm	chairman
clin	clinic, clinician, clinical
clsrn	classroom
co	county
co-auth	co-author
co-dir	co-director
co-ed	co-editor
cogn	cognition
cogntv	cognitive
coll	college
collabr	collaborator
Coll Wm & Mary	College of William and Mary
colo	Colorado
Columb	Columbia
com	company
commsn	commission
commsnr	commissioner
communc	communication
compreh	comprehension

conf	conference
Conn	Connecticut
constrctr	constructor
consult	consultant, consulting
contrbu	contributor, contributing
contrl	control
contro	controversial
coop	cooperative
coord	coordinator
cor	correction, correctional
corp	corporation
counc	council
couns	counselor, counseling
creat	creative
crippl	crippled
crit	critical
cur	curriculum, curricular
curnt	current
CUNY	City University of New York

D

damgd	damaged
DC	District of Columbia
dec	deceased
def	defective, deficient
Del	Delaware
dem	democracy
demstr	demonstration
depends	dependents
dept	department
descr	describing
desng	designed, designer

detent	detention
devlmt	development
devlmt1	developmental
diagnost	diagnostician
dict	dictionary
difs	differences
dipl	diploma
dir	director, directed
dirs	directions
disabils	disabilities
disadv	disadvantaged
disord	disorder
dist	district
distng	distinguished
distrb	disturbed
div	division
doct	doctoral
dram	dramatic, drama
dysfunct	dysfunction

E

E	East
econ	economics
ed	editor, editorial, edition
Ed D	Doctor of Education
EDL	Educational Developmental Laboratories
educ	education, educational
eff	effective
effn	effectiveness
Einst	Einstein
electr	electrical
elem	elementary

emot	emotionally
employmt	employment
encyclop	encyclopedia
enginr	engineer, engineering
Eng	England
Engl	English
enrchmt	enrichment
entr	entrance
ERIC / CRIER	Educational Resources Information Center
ETS	Educational Testing Service
eval	evaluation, evaluator
ex	example
exam	examination, examiner
except	exceptional
exch	exchange
exec	executive
explor	exploring, exploration
exprmntl	experimental
extn	extensive

F

fac	faculty
fed	federal
fel	fellow
fict	fiction
Fla	Florida
Fol	Follow
for	foreign
found	foundation
Fr	French

G

Ga	Georgia
gen	general
Geo	George
geogr	geography, geographer
GI	Government Personnel
govt	government
gr	group
grad	graduate
GRE	Graduate Record Examination
grs	grades
guid	guidance, guiding

H

H	high
handbk	handbook
handicap	handicapped
heal	health
HEW	Health, Education, and Welfare
hist	history
hosp	hospital
hum	human
hyg	hygiene

I

Ia	Iowa
Ill	Illinois
impl	implications
imprvm	improvement
incl	including
Ind	Indiana

indep	independent
indiv	individualized
Indn	Indian
Indnpls	Indianapolis
industr	industrial, industry
inexpnsv	inexpensive
inform	informal
init	initial
inserv	inservice
inst	institute
instructr	instructor
instrctn	instruction
instrctnl	instructional
intelctl	intellectual
intellig	intelligence
intermed	intermediate
internatnl	international
interprtns	interpretations
intervr	interviewer
invstgtr	investigator
IRA	International Reading Association
Is	island

J

jr	junior
jrnls	journals

K

K-1, 2, 3, etc	Kindergarden, Grades 1, 2, 3
Kans	Kansas
knowl	knowledge
Ky	Kentucky

L

La	Louisiana
lab	laboratory
Laf	Lafayette
lang	language
lectr	lecturer
Lex	Lexington
LI	Long Island
libr	library, librarian
lic	license
lings	linguistics
lit	literature
loc	located
lrng	learning
lrnr	learner
ltd	limited

M

MA	Master of Arts
mag	magazine
maj	major
manl	manual
Mass	Massachusetts
mats	materials
Md	Maryland
Me	Maine
meas	measuring
med	medical
MEd	Master of Education
mem	memorial
memb	member
mentl	mental

Meth	Methodist
methd	method
metro	metropolitan
mgmt	management
Mich	Michigan
Mid W	Mid West
milit	military
Minn	Minnesota
Miss	Mississippi
MIT	Massachusetts Institute of Technology
Mo	Missouri
mod	modern
monogr	monograph
Mont	Montana
motiv	motivation
msmt	measurement
mtn	mountain
mus	music

N

N	North
No	Northern
narc	narcotic
matnl	national
NC	North Carolina
N Dak	North Dakota
NDEA	National Defense Education Act
Nebr	Nebraska
neighbrhd	neighborhood
netwk	network
neurol	neurology
neurolog	neurological
neuropsych	neuropsychology
Nev	Nevada

Newfoundl	Newfoundland
NIMH	National Institute of Mental Health
NJ	New Jersey
N Mex	New Mexico
no	number
nos	numbers
num	numerous
nurs	nursery
NW	Northwest
NY	New York
NYC	New York City
NYU	New York University

O

OD	Doctor of Optometry
OEO	Office of Economic Opportunity
off	office, officer
Okla	Oklahoma
Ont	Ontario
opin	opinion
oppor	opportunity
Ore	Oregon
org	organization

P

Pa	Pennsylvania
Pac	Pacific
paroch	parochial
pathol	pathology
pediatr	pediatrics
percept	perception, perceptual
perform	performance

personl	personnel
personlty	personality
PhD	Doctor of Philosophy
Phila	Philadelphia
philo	philosophy
philosophcl	philosophical
photogr	photographer
physiol	physiology
physn	physician
pict	picture
pkwy	parkway
plan	planning
polit	political
populr	popular
postdoct	postdoctoral
pract	practice
pres	president
Presbyt	Presbyterian
presch	preschool
prim	primary
princpl	principal, principle
priv	private
prob	problem
probs	problems
procdngs	proceedings
prods	products
prof	professor
profnl	professional
progr	program
progrmd	programmed
progrmr	programmer
proj	project
prov	province
psy	psychology, psychologist, psychological

pychoeduc	psychoeducation
psychom	psychometry, psychometrist
psych't	psychiatrist
psychtr	psychiatry, psychiatric
pub	public
publ	publication, publishing, published
PUBL	publication
publs	publications

Q

quart	quarterly
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R

rd	read
rdng	reading
readabil	readability
recogn	recognition
recpnt	recipient
recreatnl	recreational
ref	reference
regnl	regional
rehab	rehabilitation
rel	relations, related
relig	religion
remed	remedial, remediation
reportr	reporter
resrch	research, researcher
ret	retardation
revs	reviews
rhet	rhetoric
rm	room

S

S	South
San Ferndo Val	San Fernando Valley
San Fran	San Francisco
Sat Rev	Saturday Review
SC	South Carolina
scan	scanning
schl	school
sci	science, scientist
S Dak	South Dakota
sec	secondary
sen	senate
serv	service
servs	services
sev	several
skim	skimming
So	southern
Soc	society
sociogr	sociogram
sociol	sociology
Soc Stud	Social Studies
spec	special, specialist
spch	speech
spell	spelling
sq	square
Sr	senior
SRA	Science Research Associates
st	state
stat	statistics
stim	stimulate, stimulation
stdizd	standardized
struc	structural, structure
stud	study

studs	studies
subsys	subsystem
suc	success, successfully
sum	summer
SUNY	State University of New York
supervn	supervision, supervising
supervsr	supervisor
suppl	supplementary
suprahum	suprahuman
supt	superintendent
surg	surgery
Switz	Switzerland
sympos	symposium
sys	system

T

tchng	teaching
tchr	teacher
techns	techniques
telphn	telephone
Tenn	Tennessee
Tex	Texas
textbk	textbook
ThB	Bachelor of Theology
thnkng	thinking
trad	traditional
trnee	trainee
trng	training

U

UCLA	University of California, Los Angeles
UNC	University of North Carolina

UNESCO	United Nations Educational Scientific and Cultural Organization
undergrad	undergraduate
unif	unified
univ	university
unpopulr	unpopular
upr	upper
US/USA	United States of America
USAF	United States Air Force
USAR	United States Army Reserve
USC	University of South Carolina
USN	United States Navy
USOE	United States Office of Education

V

VA	Veterans Administration
VA	Virginia
var	various
verb	verbal
Vict	Victoria
vis	visiting
voc	vocational, vocation
vocab	vocabulary
V-pres	vice president
Vt	Vermont

W

W	West
wd	word
Wisc	Wisconsin
Wm	William
WPA	Workers Progress Association
writ	writing

wrkbk	workbook
wrkng	working
wrkr	worker
wrkshp	workshop
W Va	West Virginia
Wyo	Wyoming

Y

YMCA	Young Men's Christian Association
yrbk	yearbook
yrs	years

AUTHOR INDEX

A

- Aaron, Ira A. ABJ, MEd, PhD
 Alumni Found Distng Prof, Head Rdng Dept, Coll of Educ,
 Univ Ga. EXPR: Tchr in pub schls, Ga, Dir Bur Educ Studs &
 Field Serv, Dir Rdng Clin Coll of Educ, Univ of Ga. PUBL:
 Arts on rdng, spell, Series of video tapes on "Tchnng of Rdng,"
 Co-auth of Rdng & Spell Series 7, the bk, Tchnng Wd Recogn Skills.
- Abraham, Willard BS, MEd, PhD
 Chrmm Dept Spec Educ, Ariz St Univ. EXPR: Intervr,
 US Employnt Serv; Voc Guid Ed, Chicago Times; Tchr, Englewood
 H Schl Chicago, Ed Voc Trends mag of SRA; Assoc Prof Elem Educ,
 Roosevelt Univ, Chicago. PUBL: Nos of bks & pamphlets in
 areas of gifted ch, slow lnrs, rdng & vocs; arts for jrnls.
- Abrams, Jules C. BA, MA, PhD
 Prof Psychtr, Dir Inst for Lrng, Head Section of Psy
 Dept Mentl Heal Sci, Sch of Grad Studs, Hahnemann Med Coll & Hosp;
 Dir Pkwy Day Schl; Lectr Educ Psy, Temple Univ. EXPR: Clin Psy,
 Priv Pract. PUBL: Auth of nos of arts for profnl jrnls.
- Adams, Phyllis O. BS, MA, EdD
 Assoc Prof Educ, Univ of Denver. EXPR: Elem Tchr K-6
 Denver Pub Schls, Ames Ia, Rockport Mo; Supervsr, Dan Diego St
 Coll, Calif. PUBL: Contrbu auth/co-auth of tchrs guides for
 suppl rdng series, The Rdng Caravan Series, Heath.
- Adams, R. Buchanan
 Membr of Staff Natnl Rdng Resrch Found at time of
 publ, 1963.
- Adelman, Howard S. BA, MA, PhD
 Assoc Prof Educ Dept Educ, Univ Calif, Riverside.
 EXPR: Remed Tchr Psy Clin Schl, Clin Supervsr, Act Asst Dir,
 Lectr in Psy, Resrch Assoc & Consult, Supervsr Fernald Schl,
 Univ Calif, Los Angeles. PUBL: extn writ in areas of lrng
 disabils & disadv ch--monogr, arts, papers.

Aliotte, Nicholas C. BA Psy, MA, PhD

Asst Prof Dept Educ Psy & Stat, SUNY, Albany.

EXPR: Psy in Spec Educ, Dade Co Fla Schls; Instrctr Dept Educ Psy, Univ Ga; Consult & Resrch Asst; Instrctr Dept Psy, Univ of Portland. PUBL: Co-auth of nos arts reporting resrch on preschl & prim ch's lrng beh, Author of var papers for profnl jrnls.

Allen, K. Eileen BS, MEd Spec Educ

Coord Early Chhd Educ & Resrch Ch Devlmt, Mentl Ret Centr, Univ Wash. EXPR: Head Tchr Broadview Coop Nurs Schl; Instrctr Dept Adult Educ, Univ Wash; Head Tchr Devlmtl Psy Lab Presch, Univ Wash. PUBL: Assoc Ed Except Ch; Rev Ed Jrnl of Appl Beh Anal; Author of nos papers & arts on except ch.

Allen, Robert L.

Assoc Prof Engl, Tchrs Coll, Columb Univ at time of publ, 1964.

Alshan, Leonard

Memb of Staff CUNY at time of publ, 1965.

Amble, Bruce R. BA, MA, PhD

Dir Schl Psy, Assoc Prof, So Ill Univ. EXPR: Tchr Jr H Schl, Ia; Psy, Woodward St Hosp, Ia (Intern), Des Moines Ch Guid Centr (Staff), Clin Centr, So Ill Univ; Psy Consult, Div Voc Rehab; Al Bowen Ch's Centr, So Ill Med Centr, Career Dev Centr, Ill; PUBL: Auth of nos or resrch & jrnl arts as well as bks in area of rdng achmt.

Ames, Wilbur

Memb of Staff of Ga St Coll at time of publ, 1970.

Amster, Harriett AB, MA, PhD

Instrctr Psy, Univ Calif Extn, Lectr Educ Psy Dept Educ Univ Calif, Berkeley. EXPR: Assoc Resrch Psy, Tufts Univ; Clin Trnee Worchester St Hosp, Mass; Jr Resrch Psy, Lectr Psy, Resrch Psy, Act Dir Early Chhd Educ, Univ Calif, Berkeley. PUBL: Auth of arts for var profnl jrnls.

Anapolles, Louis

Memb of Staff of Rdng Resrch Inst Fryeburg Acad, Me at time of publ, 1967.

Anastasiow, Nicholas J. AB, PhD

Dir Resrch, Palo Alto Unif Schl Dist, Calif, Resrch Assoc Lab of Hum Dev, Stanford Univ. EXPR: Resrch Asst, Resrch Assoc, Coord of Resrch, Palo Alto Schls. PUBL: Contrbu of arts on educ resrch & educ & devlmtl psy to var jrnls.

Anthony, Sally BA, EdM, EdD

Assoc Prof Educ, San Diego St Coll, Calif. EXPR: Tchr Elem Schl, NJ; H Schl Hist & Am Dem, NJ; Tchr Univ Level, Rutgers Univ; Educ Resrch Spec Sr, Kilmer Job Corps Trng Centr. PUBL: Auth of Ghettos & Barrios & arts & monogrs explor controversial issues.

Arbuthnot, May Hill

Memb of Staff of Western Reserve Univ at time of publ, 1966.

Arnold, Richard D. BS, MA, PhD

Assoc Prof Remed Rdng, Purdue Univ. EXPR: Elem Tchr, Calif; Instrctr & Clin Psy Psy-Educ Clin, Univ Minn; Asst Prof Cur & Instructn, Univ Tex; Consult, San Antonio Lang Resrch Proj; Assoc, Lrng Disabls Centr, Univ Tex. PUBL: Co-auth Bilingual Rdng, Southwest EDL Expr Educ & arts for Early Chhd Educ & Elem Schl Jrnl.

Aronow, Miriam

Resrch Assoc Bur Educ Resrch, Bd Educ, NYC. EXPR: Tchr Elem, Jr H, H Schls, NYC; Guid Couns, H Schl. PUBL: Auth of profnl educ arts for jrnl.

Arnsdorf, Val E.

Asst Prof Educ, Univ Calif, Berkeley at time of publ, 1963.

Artley, A. Sterl AB, MEd, PhD

Prof Lang Arts, Univ Mo, Columb. EXPR: Tchr Pub Schls, Pa, Stephens Coll Psy Dept, Univ Mo; Lectr, Couns; Past Pres, IRA. PUBL: Co-auth New Basic Rdng Progr, Scott Foresman Rdng Sys & auth of nos arts on rdng & lang arts in add to bks on rdng.

Athey, Irene J. BA, MA, PhD

Prof Educ & Psy, Chrmm Dept Educ Found, Univ Rochester. EXPR: Tchr, Princpl Pub Schls, Eng, Afr, Malaysia. PUBL: Auth of bk of rdngs Educ Impl of Piaget's Theory, monogrs & nos of arts.

Austin, Mary C.

Lectr & Dir Harvard-Carnegie Rdng Stud, Harvard Grad Schl Educ at time of publ, 1962.

Ausubel, David P. BA, MA, MD, PhD

Prof, Doct Progr Educ Psy, CUNY, Psy for NY St Narc Addic Control Commnsn, Psy Gracie Sq Hosp. EXPR: Sr Asst: Surg, US Pub Heal Serv, Resrch in Psy, Sr Psy, Buffalo St Hosp; Lectr Psy, LI Univ; Staff Psy, Yeshiva Univ; Fulbright Prof Psy, Vict

Univ, New Zealand; Prof Educ Psy, Univ Ill, Educ Theory Univ
Toronto. PUBL: Auth of num arts for profnl jrnls.

B

Bach, Mary Jean

Memb Staff at Northwestern Univ at time of publ, 1970.

Bagford, Jack BS, MA, EdD

Prof Educ, Univ Ia. EXPR: Elem Tchr, Ohio; Elem Princpl,
Ohio; Grad Asst, Instrctr, Div Elem Student Tchng, Ind Univ.
PUBL: Auth of Phonics: Its Role in Tchng Rdnq & arts for
var jrnls.

Bailey, Anne V. BS, MA, EdD

Prof, Newark St Coll, NJ. EXPR: Tchr Elem & Sec Schls,
NJ: Consult on Lings & Lang Arts, NJ Bd Educ. PUBL: Contrbu
of educ arts to var jrnls.

Bailey, Mildred H. BS, ME, EdD

Prof & Dir Rdnq Centr, Northwestern St Univ, La. EXPR:
Elem Tchr, Prim Grs, La; Supervsn Tchr, Northwestern St Univ;
Grad Asst, Univ Miss. PUBL: Auth of Phonics Studs for IRA
& Rdnq Tchr.

Baker, John W. BA, MA, PhD

Asst Prof US Milit Acad, West Point, NY. EXPR: Psy
Trnee, W Va Univ; Psy Intern, Pa St Cor Inst; Clin Psy, DC Dept
Pub Heal, Natnl Trng Schl; Psy, Embreeville St Hosp; Chf Psy
Student Couns Serv, W Va Univ; Intern Walter Reed Gen Hosp; Chf
Psy, Fitzsimons Gen Hosp. PUBL: Auth of psy arts for var jrnls.

Baldwin, Thelma L. BS, MS, PhD

Resrch Assoc, Johns Hopkins Univ Off Ch Dev. EXPR: Grad
Asst Dept Educ, Univ Del, Resrch Asst, Pub Schs, Univ Wisc;
Tchng Asst Dept Educ Psy, Univ Wisc; Asst Proj Dir Centr Mid W
Regnl Educ Lab, Mo; Postdoct Fel, ETS. PUBL: Contrbu of arts
& monogrs on var phases of educ.

Baldrige, Kenneth P.

Memb of Staff of Baldrige Rdnq Servs, NY at time of
publ, 1963.

Balmuth, Miriam

Memb of Staff of Hunter Coll at time of publ, 1972.

Balow, Bruce BS, MA, PhD

Dir, Div of Trng Progr Bur Educ for Handicap, Dept of HEW. EXPR: Elem Schl Tchr (Rdng Spec) Minn; Instrctr Elem Educ Psycho-Educ Clin, Dir Psycho-Educ Clin, Prof Educ-Psy & Spec Educ, Dir Resrch & Dev Centr Educ of Handicap Ch, Univ Minn. PUBL: Auth of nos of arts, revs, & resrch papers for psy & educ jrnls.

Balow, Irging H. BS, MA, PhD

Dean Schl Educ, Univ Calif, Riverside. EXPR: Elem Tchr (Grs 1-8), Minn; Asst Prof, Assoc Prof, Dept Chrmn, Prof & Assoc Dean Schl Educ, Univ Calif, Riverside. PUBL: Contrbu of profnl educ arts to var jrnls.

Bamman, Henry A. BS, MA, EdD

Prof Educ, Dir Rdng Centr, Sacramento St Coll, Calif. EXPR: Thirty-four yrs of tchnng grs 1-grad schl; Chrmn, Internatnl Dev Committee of IRA. PUBL: Co-auth of four profnl bks for tchrs of rdng & How-To-Stud-Suc manl; Sr Auth of sev series of h intrst-low vocab bks, ex Checkered Flag, World of Advntr in add to arts for profnl jrnls.

Baratz, Joan C.

Co-dir Educ Stud Centr, Wash, DC at time of publ., 1969.

Barbe, Walter B. BS, MA, PhD

Adjnt Prof Univ of Pittsburgh. EXPR: Bd Pub Instrctn, Dade Co, Fla; Dir Read Clin, Baylor Univ; Asst Prof Elem Educ, Kent St Univ; Dir Rdng Centr, Univ Chattannoga; Prof & Head Dept Spec Educ, Kent St Univ. PUBL: Ed of Highlights for Ch; Auth or nos of arts for profnl jrnls, of the bk on Indiv Rdng Instrctn.

Barney, LeRoy BS, MS, EdD

Assoc Prof Educ, No Ill Univ. EXPR: Tchr Upr Elem Grs, Miss, Ore, Utah; USAF Tchr; A-V Dir, Logan Utah; Ford Fel Resrch Asst, Colo St Coll; NDEA Rdng Inst Guest Prof. PUBL: Auth of extn no of profnl educ bks, films & jrnal publs.

Barrett, Thomas C. BS, MA, PhD

Asst Prof Educ, Univ Wisc. EXPR: Instrctr, Univ Minn; Asst Prof, Ball St Univ; Asst Prof Rdng & Elem Educ, Univ Wisc. PUBL: Contrbu of prof educ arts to var jrnls.

Bartel, Nettie R.

Memb of Staff of Temple Univ at time of publ, 1971.

Bateman, Barbara BS, MA, PhD

Prof Educ Dept Spec Educ, Univ Ore, staff of Englemann-Becker Follow Through Progr. EXPR: Tchr Mentl Ret & Emot Distrib Blind Ch; Educ Intern Calif St Hosp Mentl Def; Resrch Asst, Univ

Ill; Spec Educ Tchr, Ore; Resrch Assoc & Asst Prof, Univ Ill; Assoc Prof, De Paul Univ; Staff Consult Lang Disords, Michael Reese Hosp, Chicago; Assoc Prof, Univ Ore. PUBL: Auth of nos bk revs, bks, monogrs, chptrs for var bks & arts.

Baumrind, Diana AB Psy, MA psy, PhD Psy
Resrch Psy, Princpl Invstgtr Parental Authority Resrch Proj, Inst Hum Dev, Univ Calif, Berkeley. EXPR: Proj Dir Methds of Assng Effn of Psychotherapy Dept Psy, Univ Calif, Berkeley; Psy, Cowell Hosp; Proj Dir--Resrch on Ch Trng, Inst Hum Dev; Psy in priv pract, Berkeley. PUBL: Auth of monogrs, revs, resrch reports for psy jrnls.

Bear, David E. AB, AM, EdD
Prof Elem Educ, So Ill Univ. EXPR: Tchr Elem Schs, Mo; Princpl Elem Schl, Mo; Prof Educ, So Ill Univ. PUBL: Auth of chptrs for two bks & educ arts.

Becker, Wesley C. AB, MA, PhD
Prof Psy Dept, Univ Ill. EXPR: US Army Instrctr; Asst Prof, Asso Prof, Univ Ill. PUBL: Contrbu to sev profnl jrnls.

Beery, Althea BS, MA, PhD
Retired Supervsr of Lang Arts, Supervsr Prim Grs & Dir Elem Educ for Cincinnati Ohio Pub Schs. EXPR: Clsrm Tchr Grs K-4, Pa; Univ Tchr (Sum) St Tchrs Coll, Pa St Coll, Tchrs Coll, Columb Univ. PUBL: Auth of arts on lang arts & rdng for var profnl jrnls.

Beller, E. Kuno
Prof Psy, Dir Grad Trng in Devlmtl Psy, Dir Devlmtl Resrch Lab; Temple Univ; Consult Ed to Merrill-Palmer Quart. EXPR: Instrctr, Asst Prof Psy, Ind Univ, Act Dir Univ Psy Clin & Resrch Assoc, Columb Univ; Dir Resrch, Chf Psy at Ch Devlmt Centr, NYC. PUBL: Auth of extn resrch reports & arts.

Benz, Donald A.
Assoc Prof, Wisc St Univ at time of publ, 1968.

Berg, Paul C. BA, MS, PhD
Prof Educ, Univ SC. EXPR: Assoc Dir Rdng Lab & Clin, Univ Fla; Assoc Prof Educ, Univ St. of NY, Fredonia. PUBL: Co-auth of Art of Eff Rdng, Skim & Scan, EDL in add to arts for var educ jrnls.

Berger, Allen BA, MA, EdD
Assoc Prof Educ, Univ Alt. EXPR: News Reportr, Photogr, NY, VA; Tchr H Schl Engl & Rdng; Asst in Rdng, Syracuse Univ. PUBL: Contrbu Ed to Jrnl of Rdng; Co-auth of The Rdng Mats Handbk; Auth of many arts on var phases of educ.

Berkum, Mitchell BA, PhD

Prof, Dept Chrmn Dept Psy, Quinnipiac Coll, Conn. EXPR: Resrch Assoc, Sr. Sci, Hum CRO, Monterey; Assoc Prof, Univ Alas. PUBL: Contrbu to var prof jrnls.

Betts, Emmett A. BS, MA, PhD

Resrch Prof Univ-Miami, Fla. EXPR: Supt Schls Ia; Schl Psy & Elem Princpl, Ohio; Dir Tchng Educ & Sum Session, St Tchrs Coll, Oswego NY; Resrch Prof, Dir Rdng Clin, Pa St. Coll; Prof Psy, Dir Rdng Clin, Univ Miami, Fla. PUBL: Most widely publ auth of rdng bks & arts.

Biemiller, Andrew

Memb of Staff, Univ Toronto, Can at time of publ, 1970.

Bigaj, James J. BA, MST, MA Cur & Instrctn

Rdng Consult K-12 Div Cur & Instrctn, Milwaukee Pub Schls. EXPR: Clsrm Tch, Tch, Tch Progr Superior Abil Students, Clin, Centr for Rdng Servs, Marquette Univ; Cardinal Stritch Coll, Grad Div, Instrctr, Marquette Univ, Continuing Educ Centr; Consult. PUBL: Contrbu of prof educ arts to var jrnls.

Bing, Elizabeth Lic in Law, Switz, PhD Polit Sci, MA Psy, PhD Clin Psy

Clin Prof Psychtr, Stanford Univ Med Schl, Jr Clin Psy. PUBL: Auth of arts for Med Aspects of Hum Sex, Family Process, & Ch Devlmt.

Binkley, Edward M. BA, MA, EdD

Dir Resrch & Eval, Metro Pub Schls, Nashville, Tenn. EXPR: Tch & Guid Couns in Sec Sch, Schl Psy, Nashville. PUBL: Auth of First Grade Entr Vars Rel to Achmt & Personlty plus arts on drug users & drug abuse.

Birch, Jack W. BS, MEd, PhD

Assoc Dean, Prof Spec Educ & Rehab, Prof Educ & Devlmtl Psy, Schl Educ, Univ of Pittsburgh. EXPR: Tch Elem & Sec Classes for Educbl Mentl Ret, Pa; Psy for Schl & Courts, Pa; Psy Consult, Pa Bur Voc Rehab; Aviation Psy, Clin Psy, US Army; Dir Spec Educ, Educ Clin, Bd. Educ, Pa. PUBL: Auth of extn no of arts for profnl jrnls & of Retrieving Mentl Ret.

Bixel, Gordon AB, BS Optometric Sci, OD

Retired Optometrist, Bluffton, Ohio. EXPR: Stud Gr Chrmn local IRA Chptr. PUBL: Contrbu of arts on vision & rdng to var jrnls.

Blakely, William P. BS, MA, PhD

Prof Educ, Coll Educ, Drake Univ. EXPR: Tch Elem, Jr H Rdng, Engl, Soc Stus; Part-time Instrctr Educ & Psy, Cornell Univ;

Asst Prof Educ, Chrmn Dept Educ, Westmar Coll; Asst Prof, Assoc Prof, Chrmn, Sec Educ, Drake Univ. PUBL: Auth of nos of arts on rdng & Engrl for var jrnls.

Blank, Marion S. BA, MS Psy, PhD

Assoc Prof Dept Psy, Albert Einst Coll Med, NY. EXPR: Fel, Dept Educ, City Coll NY; Tchng Asst, Univ Calif, Berkeley; Remed Rdng Clin, Brooklyn Coll; Psy Voc Adv Serv, NY; Clin Psy, Ch Psy Clin, Cambrg Eng; Instrctr, Grad Fac-Psy Dept, Yeshiva Univ. PUBL: Ed Bd Early Ch Devlmt & Care, Ch Devlmt; Auth of chptrs for bks, revs, twenty-six arts or reports of resrch & bk on tutorial progr for presch ch.

Bloom, Sophie

Tchr in Ind Pub Schs at time of publ, 1968.

Bobroff, Allen. BS., MEd, PhD

Assoc Prof Educ Psy, Univ Mich. EXPR: Spec Educ Tchr, Detroit; Prof Spec Educ, SUNY, Buffalo; Asst Prof, Univ Mich. PUBL: Contribu to var profnl educ jrnls.

Boehm, Charles

Supt Pub Instrctn, Pa at time of publ, 1963.

Boetto, Laurel B.

Memb of Staff of Ariz St Univ at time of publ, 1967.

Bollenbacher, Joan BS, MS, Grad Work

Dir, Div of Eval Servs, Cincinnati Pub Schls. EXPR: Tchr, Psychom, Test Div Cincinnati Pub Schls, Supervsr Test Div. PUBL: Auth of arts on instrctnl resrch & testing for var prof jrnls.

Bond, Guy L. AB, AM, PhD

Prof Educ, Univ Minn. EXPR: Profnl Educ, NY St Normal Schl, Fredonia; Asst Prof, Assoc Prof, Univ Minn. PUBL: Auth/co-auth of many bks on rdng such as Tchng the Ch to Rd in add to resrch, test devlmt & num arts for var jrnls.

Bonney, Merl AB, MA, PhD

Prof Psy N Tex St Univ. EXPR: Assoc Prof Psy, Ore Coll Educ; Vis Prof, Univ Colo, Portland St Coll. PUBL: Auth of Populr & Unpopulr Ch, A Soc Stud, Bonney-Essenden Sociogr with manl, Techns of Personal & Soc Eval in add to nos of reports of resrch & arts for profnl jrnls.

Bonsall, Douglass

Memb of Staff at Douglass Coll, Rutgers Univ at time of publ, 1969.

Boos, Robert W.

Memb of Staff of Univ of Ottawa, Can at time of publ,
1970.

Booth, Wayne C. AB, MA, PhD

Geo M Pullman Prof Engl, Univ Chicago. EXPR: Instrctr,
Univ Chicago; Asst Prof, Haverford Coll; Prof Engl, Chrmn Dept,
Earlham Coll. PUBL: Auth of The Rhet of Fict; Ed of The Knowl
Most Worth Having; Ed Bd of Novel in add to arts for var profnl
jrnls.

Bordie, John G. BA, PhD

Assoc Prof Lings & Cur & Instrctn, Assoc Dir for Lang
Educ Centr, Univ of Tex. EXPR: Asst Prof Lings & Engl, George-
town Univ, Dir Georgetown Engl Lang Schl, Ankara, Turkey;
Dir Tchng Resrch & Technical Div, Electr Tchng Labs, Wash, DC;
Assoc Dir Spec Projs-Internatnl Off, Univ Tex. PUBL: Ed, Struc
Lang Series; Auth Engl Texts, tapes, Lang courses for Peace Corps
in add to other tchng aids.

Bormuth, John R. BA, MA, EdD

Assoc Prof, Univ Chicago. EXPR: Elem Sch Tchr, Elem
Schl Princpl; Asst Prof, Univ Calif, Los Angeles; Assoc Prof,
Univ Minn. PUBL: Advs Ed of Rdng Resrch Quart, Elem Engrl; Auth
of extn resrch publs in areas of cloze techn, compreh in rdng &
readabil of print.

Botel, Morton BS, MS, EdD

Prof Educ Grad Schl Educ, Rdng Clin. Univ Pa. EXPR:
Tchr, Math, Soc Stus, & Engl, Del; Grad Asst, Rdng Clin, Univ
Pa; Rdng Consult, Asst Supt, Pa; Instrctr, Kutztown St Coll;
Instrctr, Pa St Extn Centr; Instrctr, Trenton St Coll; Instrctr,
Assoc Prof, Univ Pa. PUBL: Auth of textbks for ch on elem &
sec schl levels, tests, profnl bks for tchrs, & nos of arts,
monogrs & resrch reports.

Bougere, Marguerite B. BA, MA, PhD

Assoc Prof, Centr Tchr Educ, Tulane Univ; Dir Undergrad
Students Educ; Coord for Progrs for MED in Elem Educ & Rdng.
EXPR: Tchr in pub & priv elem schls & sec schls of La; Exec
Dir & Educ Consult for Assn for Devlmt Blind Ch; Univ Tchng,
Dominican Coll; Spec Consult in Educ to La Eval Centr for Except
Ch. PUBL: Auth of "La in Ch's Lit" in add to arts for var
profnl jrnls.

Bovee, Oliver H. BS, MA, EdD

Asst Supt for Cur, Creighton Schl Distr, Phoenix. EXPR:
Tchr Grs 1-8, Asst Princpl Grs 1-8, Phoenix. PUBL: Auth of
arts conc var phases of educ for Clearinghouse & Educ.

Boyd, Robert D. MS, PhD

Prof Educ, Univ Wisc, Madison. EXPR: Diagnost, Clin Lab Schl, Univ Chicago; Instrctr, Resrch Asst, Asst Prof, Instrctr, Assoc Dir Adult Educ, Antioch Coll; Asst Prof, Assoc Prof, Univ Wisc. PUBL: Consult Ed, Jrnl Educ Resrch; Reader for fed govt; Auth & Ed of Beyond Four Walls in add to other bks & arts.

Braam, Leonard

Dir, Sum Rdng Progr, Syracuse Univ at time of publ, 1963.

Bracken, Dorothy L. AB, MA, Doct Work Columb, Univ Chicago

Dir of Rdng Clin, So Meth Univ. EXPR: Tchr of all grade levels--K-Grad; Dir Read Clin, So Meth Univ since its establishment in 1947; Vis Prof, Tchrs Coll, Columb Univ, Univ Chicago, Univ Alberta. PUBL: Auth of num bks for ch; ed of var jrnl such as the ch's lit section of The Rdng Tchr; Conductor of world tours; Past President of IRA.

Braum, Carl BA, BEd, MEd, PhD

Assoc Prof Rdng, Educ Psy, Univ Manitoba, Can. EXPR: Elem & Sec Tchr, Winnipeg, Manitoba; USOE Resrch Assn Rdng, Instrctr, Univ Minn; Univ Sen Appointee to Advs Bd, Manitoba Dept Educ. PUBL: Auth of arts for Rdng Resrch Quart, IRA, & Manitoba Dept Educ.

Braun, Jean S. BA Engl, MA Engl, MA Psy, PhD Clin Psy

Assoc Prof Psy, Oakland Univ, Rochester Mich. EXPR: Asst Dir Dept Rdng Efn & Stud Skills, Tchng Fel Dept Psy, Diagnost Rdng Centr & Act Dir, Assoc Prof, Dept Psy, Wayne St Univ; Staff Psy Ch's & Adolsnt Servs, Lab Clin & Chf Psy, Detroit. PUBL: Auth/co-auth of the bk Cogntv Percept-Motor Dysfunct: From Resrch to Pract & nos of arts for profnl jrnl.

Breedlove, W. Gale BS, MEd, PhD

Asst Prof Educ Servs Centr, Lex, SC. EXPR: Tchr H Schl Engl & Spch, Ariz; Remed Rdng Tchr Grs 1-7, Ga; Rdng Coord, SC. PUBL: Contrbu of arts to IRA & other jrnl.

Breen, L. C.

Memb of Staff, Santa Barbara Coll at time of publ, 1960.

Brett, Sue M. BA, MA, EdD

Staff Memb of Natnl Centr of Educ Resrch & Devlmt, USOE. EXPR: Jr H Schl Engl Tchr, SC; Sr H Schl Engl Tchr, DC Schls; Dir Engl Progr, Jr-Sr H, DC; Supervsr Sec Educ, Md. PUBL: Contrbu to var educ jrnl.

Brittain, Mary M. AB, MA, PhD

Lectr, Univ Wisc, Madison. EXPR: Elem Schl Tchr, Ga, NY; Clin Rdng Clin, Emory Univ, Univ Miami, Fla; Vis Instrctr, Emory Univ & Agnes Scott Coll; Asst Prof, Univ Wisc. PUBL: Auth of papers for profnl confs & arts for jrnls.

Bronson, Wanda C. PhD

Assoc Resrch Psy, Princpl Invstgtr Ch Devlmt, Univ Calif, Berkeley. EXPR: Assoc Resrch Psych't, Univ Calif. PUBL: Auth of arts for Jrnl of Soc & Abnorm Psy, Jrnl of Personlty, Ch Devlmt, Contemporary Psy.

Brown, H. Douglas BA, MA, PhD

Asst Prof Lings, Univ Mich. PUBL: Auth of revs & arts for Jrnl of Verb Beh, Lang Lrng, & Mod Lang Jrnl.

Brown, James J. BA, MA, PhD

Prof, Univ Minn. EXPR: Instrctr Engl, Act Chf of Rhet, Univ of Minn; Staff Memb Eff Communc in Industr; Readers Digest Educ Ed; Consult or Instrctr for C W Wright Assocs, Caterpillar Tractor, IBM, 3M, Remington Rand. PUBL: Auth/co-auth of nos of bks, tests, & over 50 arts incl a series for Look Mag.

Brown, Roger W. BA, MA, PhD Psy

Prof Psy, Grad Schl Educ, Harvard Univ. EXPR: Instrctr, Psy, Asst Prof, Head Tutor, Harvard Univ; Assoc Prof Soc Psy, MIT, Prof; Prof Chrmn Dept Soc Rels, Harvard Unit. PUBL: Auth Wds & Things, Soc Psy, A First Lang, in add to nos of resrch reports on Ch's Acquisition of lang.

Bruininks, Robert H. BS, MA, PhD

Assoc Prof Educ, Univ Minn. EXPR: Tchr Educ Mentl Ret Pupils, Jr H Schl, Tchr Sum Demstr Schl, Peabody Coll; Resrch Assoc Inst Mentl Ret & Intelctl Devlmt, Resrch & Devlmt Centr Educ Handicap. PUBL: Consult Ed of Am Jrnl Mentl Def.

Bryant, N. Dale

Memb Staff of Albany Stud Centr for Lrng Disabls at time of publ, 1963.

Buck, Mildred R. BS, MA, PhD

Schl Clin Psy, Ed Educ, Mo, Prof Lectr, St Louis Univ. EXPR: Tchr St. Louis Pub Schls, Psy Exam Pupil Personl Servs; Instrctr (part time) Harris Tchrs Coll; Clin Psy Internee VA Hosps, Cochran Hosps. PUBL: Auth of arts for Ch Devlmt & final resrch report "Factors Aff the Soc-Econ Disadv Ch in an Educ Setting."

Budoff, Milton MA, PhD

Resrch Dir, Cambrg Guid Centr, Resrch Assoc, Mass Counc
for Pub Schls of Boston. EXPR: Asst Psy, Boston Ch's Hosp;
Asst Prof, Univ Mass; Dir Resrch Belchertown St Schl. PUBL:
Auth of resrch reports for var profnl jrnls.

Burke, Carolyn L. AB, MEd, EdD

Asst Prof, Assoc Dir Rdng Miscue Resrch Centr, Wayne
St Univ. EXPR: Elem Schl Tchr, Mich; Instrctr, Wayne St Univ,
NDEA Rdng Inst, Jackson St Coll, Miss. PUBL: Co-auth of arts
for profnl jrnls, reports resrch & constrectr of manls to be
used by schl tchrs.

Burmeister, Lou Ella BS, MS, PhD

Prof Cur & Instrctn, Univ Tex. EXPR: Tchr Rdng H Schl,
Wisc; Instrctr Engl, Univ Wisc, Lectr Educ; Asst Prof Educ, Univ
Wisc; Chrmn SW Regnl Conf IRA, 1971. PUBL: Ed, Goodby, Mr Chips;
Auth of both jrnal arts & resrch reports in rdng.

Burnett, Richard W. BA, MS, EdD

Dir Rdng Clin, Univ Mo, St Louis. EXPR: Tchr Upr Elem
& Jr H Schl levels, Ind; Grad Asst Rdng & Stud Clin, Ind Univ;
Resrch Assoc Inst Educ Resrch, Act Schl Psy, Univ Schls, Ind
Univ; Asst, Assoc Prof Rdng Clin, No Ill Univ. PUBL: Auth of
series of tests in rdng desng for students from prim to coll
level & var arts for jrnls.

Burnette, Richard R. AB, BD, MS, EdD

Coord Inst Resrch, Fla So Coll. EXPR: Psy Instrctr,
Emory Univ. PUBL: Auth of arts for var profnl jrnls.

Burns, Paul C. AB, MA, PhD

Prof Educ, Univ Tenn & Dir Educ Resrch & Field Studs.
EXPR: Elem Schl Tchr & Princpl; Prof Educ, Univ Kans. PUBL:
Auth of six maj texts in lang arts, rdng & elem math in add to
nos of arts for mags & jrnls.

Burrows, Alvina T. BS, MA, EdD

Prof Educ, NY Univ, NYC. EXPR: Elem Schl Tchr, Md;
Critic Tchr, Supervsr Student Tchng, St Tchrs Coll, Md; Vis
Prof (Sums) Wash St Coll, Tahlequah Indn Schl, Okla, Univ Calif,
Univ Hawaii. PUBL: Auth, Co-auth & contrbu to maj profnl texts
in lang arts, ch's series such as Engl Bk I-VI & Winston Commun-
ity Progr in add to profnl jrnal arts.

Burton, William H. AB, MA, PhD

(Dec) Former Prof Educ, Univ Calif, Univ Chicago, Grad
Schl Educ Harvard Univ. PUBL: Auth of texts such as Supervn &
Imprvm of Tchng, Rdng & Ch Devlmt, & other bks in add to arts
on profnl educ.

Butler, George E. BS, MA Libr Sci
 Dept Chrmn Libr Sci Dept, Chicago St. Univ. EXPR:
 Spec Libr Consult, Crerar Libr; Ref Libr, Newberry Libr; Head
 Mats Centr, Chicago St Univ. PUBL: Auth of twenty-five arts
 in curnt eds of World Bk Encyclop in add to arts for Educ &
Ill Librs.

Byers, Joe L. BS Agri, BS Educ, MS, PhD Educ Psy
 Assoc Prof Educ Psy, Mich St Univ. EXPR: Tchr H Schl
 Soc Studs; Asst Prof Educ Psy, Univ Calif; Asst Resrch Psy,
 Inst Hum Lrng, Univ Calif. PUBL: Auth of nos of resrch & jrnal
 arts on lrng theory.

Byers, Loretta BS, MA, EdD
 Asst Dean, Prof Educ, Univ Calif, Santa Barbara. EXPR:
 Tchr all grs Elem Schls, Idaho; Supervsr Student Tchng, Asst
 Prof Educ, Univ Idaho. PUBL: Co-auth of Suc in Student Tchng
 & auth of twenty-five publs in profnl jrnls.

C

Caffrey, John
 Memb of Staff of Off of Los Angeles Co, Supt Schls at
 time of publ, 1955.

Calfee, Robert C. BA, MA, PhD
 Prof Schl Educ, Stanford Univ, Calif. EXPR: Resrch
 Asst, Natnl Sci Found Fel, Resrch Assoc, Inst for Math Studs
 in Soc Sci, Lectr Dept Psy, Stanford Univ; Asst, Assoc Prof,
 Dept Psy, Univ Wisc; Assoc Prof Sch Educ, Stanford Univ.
 PUBL: Publ of extn resrch on lrng theory using hum & supraham
 subjs.

Calhoun, Newton R. BA, AM
 Chrmn Dept Educ Couns, Winnetka Pub Schls; Clin Psy,
 N Shore Mentl Heal Clin; Instrctr Natnl Coll Educ. EXPR: Tchr,
 Berkshire Groton, Genacres Schls. PUBL: Assoc Ed for Encyclop
Brit & auth of publ for var profnl jrnls.

Calitri, Charles J. BS, MA Grad Studs
 Prof Dept Sec Educ, Hofstra Univ. EXPR: Tchr H Schl
 Engl; Part time Tchr, Dept Engl, Schl Educ, NY Univ; Tchr, Dept
 Engl, C W Post, Brookville NY; Joint Vis Prof, Univ Kans City.
 PUBL: Auth of many arts on educ for profnl jrnls & Sat Rev;
 Auth/co-auth of sev bks of fict.

Callaway, A. Byron AB, BS, MEd, EdD

Prof Educ, Dir Rdng Clin, Univ Ga. EXPR: H Schl Tchr Math, Mo; Asst Prof Math, Westminster Coll; Grad Student, Asst Dir Adm, Univ Mo; Asst Prof, Univ Ga; Assoc Prof, Ill St Normal Univ; Prof, Auburn Univ. PUBL: Auth of monogrs & arts for profnl jrnls.

Cameron, Jack R. BA, MA, PhD

Assoc Prof Sec Educ & Rdng, Univ Calgary, Albrta. EXPR: Tchr Jr-Sr H Engl, Courtenay, B.C.; Lectr Jr Coll Engl, Canadian Servs Coll, Vict; Lectr Elem Rdng & Lang Arts, Univ Vict, B.C. PUBL: Auth of Engl in an Accel Soc, The Leaf Not the Tree; Tchnq Poetry through Film & Tape in add to arts for Engl Jnl, Jrnl of Rdng, Engl Educ.

Cammarota, Gloria

(Dec) Former Asst Supt Cur at Ossining, NY.

Carlson, Ruth K. AB, MA, EdD

Prof Educ, Cal St Coll, Calif. EXPR: Prof Cal St since its inception; Chrmn Committee, Natnl Counc Tchrs Engl & IRA; Tchr Creat Writ, Nova Scotia Schl, Halifax. PUBL: Auth of over fifty-five arts for profnl jrnls & many bks on lang arts.

Carlton, Lessie BS, MS, EdD

Vis Prof, Cumberland Coll, Ky; Prof Emeritus Educ, Ill St. Univ. EXPR: Clsrm Tchr of all grs in pub & lab elem schls; Elem Schl Princpl; H Schl hist & Engl tchr; Coll Tchr Rdng, Stephen F Austin Univ, Nebr St Coll, Ill St Univ. PUBL: Co-auth of Rdng, Self-Dir Dram & Self-Concept; Contrbu to Elem Rdng Today & US Dept HEW reports of resrch.

Carrillo, Lawrence W., Jr. BS, MS, EdD

Prof Elem Educ & Lang Arts Educ, San Fran St Coll. EXPR: Couns, Voc Guid, Ore St Univ; Instrctr Rdng, Suracuse Unit; Head Tchr Rdng Clin, Long Beach Pub Schls; Supervsr Rdng, Sonoma Co Supt's Off; Asst Prof, Assoc Prof, Prof, San Fran St Coll. PUBL: Sr Ed, Chandler Rdng Progr; Auth of Inform Rdng Readiness Exprs in add to other tchnq mats & arts for jrnls.

Carroll, John B. BA, AM, PhD

Sr Resrch Psy, ETS. EXPR: Instrctr, Mt Holyoke Coll, Ind Univ; Lectr, Univ Chicago; Resrch Psy, Dept Army; Asst Prof, Assoc Prof, Prof Grad Schl Educ, Harvard Univ. PUBL: Auth of over 265 maj publs either in text form such as The Stud of Lang or art form for maj jrnls.

Carter, Homer BS, MA

Dir Psycho-Educ Clin, Prof Western Mich Univ. -EXPR: Dir Resrch, Royal Oak Pub Schls; Assoc Dir Resrch, Resrch Assoc, Stanford Univ. PUBL: Auth of many educ arts for jrnls.

Carton, Aaron S. B.A., MA, PhD

Memb of Staff, SUNY, Stony Brook. PUBL: Writ incl monogrs, papers, & arts for profnl jrnls in areas of rdng, lang educ.

Caskey, Helen J. AB, MA, PhD

Retired Prof Educ, Univ of Cincinnati, Ohio. EXPR: Tchr, Elem & Sec students; Tchr of grad students in educ on coll level. PUBL: Co-auth of 1951 ed of ch's rdng texts, Macmillan Rdng Series, the text Guid Gr in Rdng, arts for IRA publs.

Cazden, Courtney B. AB, MEd, EdD

Prof Educ, Harvard Univ. EXPR: Asst Prof Educ & Resrch Assoc Soc Rels, Harvard Univ. PUBL: Auth of Ch Lang & Educ, Holt (in press); Co-auth of Functions of Lang in Clsrms (in press), & auth of nos of reports of resrch, chptrs in bks, revs & arts.

Chall, Jeanne S. BBA, AM, PhD, AM (Hon)

Dir Rdng Lab & Prof Educ, Harvard Univ Grad Schl Educ. EXPR: Asst, Inst Educ Resrch, Tchrs Coll, Columb Univ; Resrch Asst, Assoc, Instrctr Bur Educ Resrch, Ohio St Univ; Lectr, Instrctr, Asst Prof, Assoc Prof, City Coll, CUNY; Lectr, Tchrs Coll, Columb Univ. PUBL: Auth of maj text Lrng to Rd: The Great Debate & arts for var profnl jrnls.

Chambers, Dewey W. AB, MA, EdD

Prof Educ, Univ Pac, Calif. EXPR: Elem Tchr, Calif; Demstr-Lab Tchr, San Fran St Coll; Instrctr Educ, Wayne St Univ; Asst Prof, Assoc Prof, Univ of Pac. PUBL: Writs incl arts on ch's lit, indiv rdng & creat tchnng for profnl jrnls.

Chambers, J. Richard BEd, EdM, EdD

Assoc Prof, Dir Educ Clin, Boston Univ. EXPR: Tchr Lab Schl, Keene St Coll; Grad Asst, Tchng Fel, Asst Prof, Boston Univ; Asst Prof, Assoc Prof, Univ Miami, Fla; Dir/co-dir NDEA Sum Insts in var phases educ; Dir ERIC/CRIER Rdng Resources Netwk Centr for Mass. PUBL: Co-auth of profnl texts in rdng & arts for jrnls.

Chandler, Theodore A. BS, MA

Dir Guid & Spec Educ, Ramey Base Schls, NY. EXPR: Voc Guid Couns, Cook Co Rehab Div; Tchr, Ill, Calif; Instrctr, Univ Chicago; Resrch Asst Inst Lrng, Univ Calif; Schl Psych't Army Depends Schl, Europe. PUBL: Auth of arts on ch beh & devlmt.

Christenson, A. Adolph BA, ME, EdD

Instrctr Educ (Night Schl) Whitworth Coll. EXPR: Pub Schl Tchr, Remed Rdng Tchr, Mont, Wash; Lectr Educ, Gonzaga Univ; Grad Asst, Colo St Coll; Consult in Rdng, Spokane Pub Schls. PUBL: Auth of var handbks for inserv educ & arts for Educ & Wash Org for Rdng Devlmt.

Christine, Dorothy W. BS, MED

Former Elem Tchr (now housewife). EXPR: Tchr Elem Schls, Pa, Ohio, NY; Read Clin, Ohio Univ; Grad Asst Hum Dev, Ohio Univ; Tchr, Remed Rdng, Centrl Jr H, Ohio. PUBL: Co-auth with Charles T. Christine of sev arts for jrns & the text A Pract Handbk of Cur & Instruc.

Cleland, Donald L. BS, MED, PhD

Prof Educ, Chrmn Emeritus Dept Rdng & Lang Arts, Univ Pittsburgh. EXPR: Tchr, Elem Princpl; Dir Rdng Lab (21 yrs) Univ Pittsburgh & Chrmn Dept Rdng & Lang Arts. PUBL: Writer of extn no of prof educ works.

Clymer, Theodore BS, MA, PhD

Prof Educ, Coll Educ Univ Minn. EXPR: Techn & Resrch Asst, Univ Minn; Demstr Tchr, River Falls Tchrs Coll; Instrctr, Asst, Assoc, & Prof, Univ Minn; Educ Resrch. PUBL: Writer of nos resrch arts & reports on readabil of print, constrctr of rdng tests.

Cohen, David K.

Memb Staff Harvard Univ at time of publ, 1970.

Cohen, S. Alan BS, EdM, EdD

Assoc Prof Dept Cur & Instrctn, Dir Rdng & Lang Arts Centr, Yeshiva Univ's Grad Schl, NYC, Consult Educ Dir, Random House Educ Sys Div, Consult Right to Rd, USOE. EXPR: Clsrm Tchr; Asst Prof Educ Rdng Lab, Jersey City St Coll; Consult Psy Crotched Mtn Found for Handicap; Lectr, Bentley Coll; Lectr, Tchng Fel, Boston Univ; PUBL: Auth of Tchng Them All to Rd, nos of chptrs for bks, arts, monogrs, & resrch reports.

Cohn, Marvin BS, MA, PhD

Asst Prof Adelphi Univ. EXPR: Seventeen Yrs Tchng in Elem & Sec Schls, all grs, remed rdng; Twelve Yrs as part-time remed rdng tchr in three univ clins, NYC. PUBL: Writer of nos arts in local conf procdngs & profnl jrnls.

Conklin, Norma K. BS, MA, Grad Wk

Asst Prof, Ferris St Coll. EXPR: Tchr Elem & Sec Schls, Mich, Calif; Co-dir Annual Tchrs Wrkshp in Rdng Instrctn. PUBL: Writer of arts for var profnl jrnls.

Cooper, Bernice BS, MS, EdD

Prof Educ, Univ Ga. EXPR: Tchr all levels pub schls, Ga, Fla; Lab Schl of Women's Coll Ga; Dir & Tchr of wrkshps. PUBL: Co-auth of var Reader's Digest Rdnq Skill Builders & auth of resrch summaries & arts.

Cooper, J. Louis BA, MEd, EdD

Former Dir Rdnq Centr, Univ Conn. EXPR: Tchr, Princpl pub schls, Ark; Demstr Tchr, princpl Campus Lab Schl, Ark St Tchrs Coll, Dir Rdnq Clin, Chrmm Dept Elem Educ. PUBL: Consult for Harper & Row, Reader's Digest, Am Educ Pubs, Coronet Films in add to rdnq text series for ch & arts.

Cordts, Anna D

Memb Staff, Schl Educ Rutgers Univ at time of publ, 1963.

Coulter, Myron L. BS, MS, EdD

V-Pres Inst Servs, Prof Educ, Western Mich Univ. EXPR: Elem Tchr, Ind; H Schl Engl Tchr & Athletics Coach, Mich; Instrctr Educ, Ind Univ; Dir Latin Am Educ Proj, Pa St Univ, Asst, Assoc Prof; Advcs Bd ERIC/CRIER, Ind Univ; Assoc Dean, Prof Educ, Western Mich Univ. PUBL: Co-auth Rdnq Skills in Prob Solv, stdizd test, & A Wrkbk in Prob Rdnq Grs 4-6 in add to arts & resrch reports.

Councill, Grace McN. BS, MA, Grad Work

Prof Emeritus, Appalachian St Tchrs Coll. EXPR: Tchr, H Schls of NC; Tchr Demstr Schl, Boone, NC; Educ Consult, Birmingham, Ala Paper Com; Prof Educ, Appalachian St Univ. PUBL: Writer for var educ jrnls.

Covington, Martin V. PhD

Prof Psy, Univ Calif, Berkeley. PUBL: "Some Exprmntl Evidence on Tchng for Creat Understanding," Rdnq Tchr.

Craig, Isabel S. AM, MS

Assoc Prof Educ & Neurol, Ind Univ Med Centr, Staff Memb Pediatr Neurol, Rdnq Diagnost & Spec. EXPR: Elem Tchr, Ind; Instrctr Schl Educ, Ind Univ; Dir Rdnq Progr Centr Ch Stud, Assoc Prof, Ind Univ. PUBL: Guest Ed of Educ; Co-auth of Devlmtl Rdnq, Text Wrkbk Series; Asst to Sr Auth, Lyons, Carnahan's Devlmtl Rdnq Series & arts for IRA.

Cramer, Ronald L. ThB, MS, PhD

Assoc Prof Educ, Oakland Univ. EXPR: Instrctr & Grad Student Rdnq Stud Cent, Univ Del; Rdnq Supervs K-12 NY, Elem Tchr, NY; Instrctr, Extn Div, Univ Del. PUBL: Co-auth of Crit Rdnq in Prim Grs: Rdnq Aids Monogr; Auth of The Rdnq Versatility Test--Form A, B in add to revs, arts & other publs.

Crandall, Vaughn J.

(Dec) Sr. Resrch Assoc, Fels Resrch Inst, Prof Psy,
Antioch Coll. EXPR: Design of Series of Investigations into
Achmt Motiv. PUBL: Co-auth/auth of twenty-nine resrch reports
explor achmt motiv.

Crescimbeni, Joseph PhD

Dean Fac, Edward Waters Coll. EXPR: Tchr Elem & Sec
Schls; Univ Prof & Educ Consult. PUBL: Auth of six bks incl
Guid the Gifted Ch, Indiv Instretn in Elem Schl & many arts on
educ & mentl heal.

Criscuolo, Nicholas P.

Rdng Spec, New Haven Conn Pub Schs at time of publ, 1968.

Creswell, Thomas J.

Member Dept Engl, Chicago Tchrs Coll So, Spec Rdng at
time of publ, 1963.

Crosby, Muriel E. BS, MA, EdD

Act Supt, Wilmington Del Pub Schls. EXPR: Tchr & Super-
vsr Wash, DC Pub Schls; Asst Dir Resrch & Cur Dev, Silver-
Burdette Publ Com; Assoc Prof Educ, Adelphi Coll; Asst Supt,
Wilmington Del Pub Schls. PUBL: Auth of Supervn as Coop Act,
other bks & jrnal arts.

Cushenbery, Donald C. BS, MS, EdD

Dir Rdng Clin, Regents Prof Educ, Univ Nebr. EXPR:
Elem & H Sch Tchr, Kan, Princpl H Schl, Kan; Lab Schl Supervsr,
Dir Rdng Clin, Kans St Coll. PUBL: Auth of Rdng Imprvm in
Elem Schl, other bks & arts for educ jrnls.

D

• Dale, Edgar BA, MA, PhD

Prof Educ, Ohio St Univ since 1939. PUBL: Auth of
A-V Methds in Tchng & many other bks in add to arts for var
jrnls.

Daley, William C.

Memb of Staff of Orient St Coll at time of publ, 1959.

Dandes, Herbert M.

Member of Staff Univ Miami at time of publ, 1969.

D'Angelo, Edward PhD

Asst Prof Philosophy, Univ Bridgeport. PUBL: Auth of The Tchng of Crit Thnknq, other bks, & arts for Schl & Soc, Elem Enql.

Daniel, John E.

Instrctr Rdng & Stud Clin, Lehigh Univ at time of publ, 1962.

Davies, William C.

Memb of Staff, Shippensburg St Coll at time of publ, 1972.

Davino, Antoinette.

Memb of Staff of Compton City Schls at time of publ, 1971.

Davis, David C. PhD

Prof Educ Univ Wisc, Madison. PUBL: Auth of Patterns of Prim Educ, Lit for the Young, other bks plus arts for var profnl jrnls.

Davis, Frank P. BS, PhD

Psych't & Lectr, Rutgers Univ. EXPR: Instrctr, Stephens Coll; Chf Clin Psych't, Vineland Trng Schl. PUBL: Auth of arts for var profnl jrnls.

Davis, Frank R. AB, MA, PhD

Sr Psy, Long Beach Unif Schl Distr. EXPR: Tchr, Pub Schls, Calif; Consult Schl Psy, Santa Ana; Schl Psy, Oakland City Schls; Grad Resrch Psych't, Carnegie Rdng Proj; Asst Prof, Univ Calif, Riverside. PUBL: Writer of arts for var profnl jrnls.

Davis, Frederick B. BS, EdM, EdD

Prof Psy, Univ Pa; Resrch Consult, Gefulio Vargas Found, Brazil. EXPR: Schl Psy, Conn; Ed Coop Test Serv; Prof & Head Dept, Geo Peabody Coll Tchrs; Dir Educ Clin; Prof Hunter Coll; Resrch Consult, Phillippines Centr for Lang Stud. PUBL: Writer of nos profnl educ arts.

Davis, John E. BS, MEd, EdD

Assoc Prof Educ, Purdue Univ. EXPR: Clsrm Tchr, Ore; NDEA Grad Fel, Univ Ore; Instrctr, St Ore Gen Extn Div; Asst, Assoc Prof Educ Centr, Wash St. Coll. PUBL: Contrbu of sev arts to profnl jrnls.

Davis, William Q. AB, MS, PhD

Prof Educ, Rdng & Lrng Disabils Centr, St. Univ Coll, Potsdam NY. EXPR: Tchr Jr H Hist & Engl, NY; Resrch Intern Rdng, Rdng Consult, Ill; Instrctr, Diagnost Rdng Centr, So Ill Univ; Consult to Elem & Sec Schls, Ill. PUBL: Developer of cur mats & games in add to arts on var phases rdng instrctn.

Dawson, Mildred A. BA, MA, EdD

Prof Emeritus, Sacramento St Coll. EXPR: Tchr Upr Elem Grs, H Schl Engl & Soc Stus, Ia; Critic Tchr, Grs 3-9, Pa, Ia; Head Dept Elem Educ, Univ Wyo, Ga, Tenn; Prof Educ, Univs of NY, NC, Calif. PUBL: Auth of texts & nos of arts on rdng & lang arts.

Deal, Therry N. BS, HE, MS, PhD

Asst Prof Ch Devlmt, Univ Ga. EXPR: Tchr Home Econ, NC; Resrch Asst, UNC, Greensboro; Head Tchr, Nurs Schl, NC. PUBL: Auth of reports of resrch & arts on Tchr educ, young ch & lrng for Chhd Educ, Rev Educ Resrch, & Jrnl of Resrch & Devlmt in Educ.

DeBoer, Dorothy L. BA, MA, PhD

Dir Ch's Spec Servs Centr, Mercy Hosp & Med Centr, Chicago; Dept Ch Psy, Neuropsych Inst, Univ Ill Med Schl. EXPR: Tchr Pub Schls, Chicago; Lectr Educ, De Paul Univ; Instrctr, Assoc Prof, Dir Lrng Disabils Progr, Univ Ill; Assoc Prof Rdng, Clarion (Pa) St Coll; Asst Prof Engl, Chicago Tchrs Coll; Assoc Prof, SUNY, Albany; Asst to Dir Northwestern Univ Psycho-Educ Clin; Dir De Paul Acad Rdng Clin. PUBL: Auth of arts for Educ.

DeBoer, John J. PhD

Prof Educ, Univ Ill. EXPR: Tchr, H Schl Engl; Dir Student Tchng, Chicago Tchrs Coll; Tchr Engl, Jr Coll Chicago; Prof Educ, Dept Head, Roosevelt Coll. PUBL: Auth of texts on tchng rdng in add to arts for profnl jrnls.

Dechant, Emerald V. BS, MS, PhD

Pres of Marymount Coll, Kans. EXPR: Prof Educ, Univ Wichita; Prof Educ & Dir Couns Centr; Field Reader & Analyst Cur Resrch, USOE; Consult to two maj bk coms. PUBL: Ed-rdng text series for ch; Auth of maj texts such as Imprvmt Tchng of Rdng, Diagnost & Remed of Rdng Disabils; Co-auth of other bks; auth of arts for profnl jrnls.

De Hirsch, Katrina. FCST, Hon Doct Roads Coll Med

Memb of Staff Pediatr Lang Disord, Columb Med Centr, Columb Univ. PUBL: Auth of over 30 chptrs in var texts & text in print.

Deighton, Lee C. BS

Chrmn Bd, Macmillan Co, NYC. EXPR: Head Educ Dept;
Exec V-Pres, Pres, Macmillan Co. PUBL: Auth of Engl, rdng,
lang & lit publs.

Denny, Terry P. BA, MA, EdD

Eval Spec, Prof Educ, Univ Ill. EXPR: Elem Tchr, Mich;
Tchr & Resrch Asst Educ Psy, Elem Educ, Univ Ill; Instrctr,
Asst, Assoc Prof Psy, Purdue Univ; Resrch & Eval Dir, Educ
Prods Information Exch Inst, NY. PUBL: Auth of nos of arts
on var phases of educ.

Deutsch, Cynthia P. AB, PhD

Resrch Prof Schl Educ, NY Univ. EXPR: Psychom, Univ
Chicago; Instrctr, Asst Prof Psy, Hofstra Coll & Dir Student
Clin Couns; Chief Psy, NY Univ Bellevue Med Centr, Goldwater
Mem Hosp; Proj Dir Resrch Centr Lrng Disabls Med Centr, SUNY,
Brooklyn; Assoc Prof, Sr. Resrch Assoc, Inst Devlmtl Studs, NY
Med Coll. PUBL: Co-auth of Brain-Damgd Ch: A Modality Oriented
Explor of Perform plus arts on guid & couns.

Devine, Thomas G. AB, AM, EdD

Assoc Prof Educ Engl, Boston Univ. EXPR: Assoc Prof
Engl, Rhode Is Coll. PUBL: Co-auth of Discovery Through Rcdg,
Explor Through Rcdg in add to other bks & arts on educ.

Dickenson, Donald J.

Memb of Staff of Okla St. Univ at time of publ, 1963.

Dinkmeyer, Don PhD

Prof Educ, De Paul Univ. EXPR: Tchr Elem & Sec Grs.
PUBL: Contrbu to var profnl educ jrnls.

Di Vesta, Francis J. BS, PhD

Prof Educ Psy, Pa St Univ. EXPR: Asst Prof Educ Psy,
Bucknell Univ; Asst Progr Dir Educ Resrch Hum Resources Resrch
Inst, USAF; Assoc Prof Educ Resrch Syracuse Univ; Field Reader
& Consult, USOE. PUBL: Consult Ed Jrnl Educ Resrch; Co-auth
of Educ Psy: Instrctn & Beh Ch, Soc Devlmt & Personlty in add
to arts on lrng beh.

Dixon, Norman R. BS, AM, EdD

Prof Educ Coll Educ, So Univ, La. EXPR: H Schl Tchr;
Prncpl, Fla; Tchr & Act Prncpl, NC; Coll prof in colls of
Fla, Ala, Tex, & La. PUBL: Auth of over thirty-five arts in
prof educ jrnls & chptr to Controversy in Am Educ.

Dodds, William J. BS, MEd, EdD

Asst Supt Elem Educ, Ohio: PUBL: Auth of resrch
reports & arts on var phases of educ.

Dolch, Edward W. AB, AM, PhD

Assoc Prof Educ, Univ Ill. EXPR: Asst Prof Educ, Iowa Coll, Wisc, Wash, St Louis; Assoc Prof; Assoc Prof, Ill. PUBL: Auth of Psy & the Tchng of Rdnq in add to arts for profnl educ jrnls.

Downing, John A. BA, PhD

Prof Educ, Univ Vict, BC. EXPR: Tchr St Schls, Eng; Communc Resrch Off, Unilever Ltd, London; Dir Rdnq Resrch, Univ London, Sr Lectr Educ Psy; Vis Prof, Univ Calif; Consult for Lintas Ltd, Finland; Dept Educ, Govt of Bermuda, Educ Dept, Prov of Nova Scotia, Rdnq Resrch, Nigeria. PUBL: Auth of the bks The Init Tchng Alphabet Explanation & Illustration, The Init Tchng Alphabet Rdnq Expr, other texts & arts.

Dressel, Paul L. AB, AM, PhD

Dir Inst Resrch, Asst Provost, Prof of Univ Resrch, Mich St. Univ. EXPR: Instrctr, Asst Prof Math, Mich St. Univ; Dir Couns, Chrmn Bd Exams, Mich St Coll; Dir Coop Stud of Eval in Gen Educ, Am Counc on Educ; Prof, Dir Off of Eval Servs, Mich St Univ. PUBL: Auth of nine texts in area of higher educ & cur dev, resrch, & eval.

Dubin, Robert

Memb of Staff of Univ Ore at time of publ, 1965.

Duffy, Gerald C. BS, MS, EdD

Assoc Prof Dept Elem & Spec Educ, Mich St. Univ. EXPR: Elem Tchr, NY; Tchr, Lab Schl St Univ Coll, Fredonia; Grad & Undergrad Rdnq Prof, Fredonia, Mich St, Wisc St Coll, N Ariz Univ. PUBL: Auth of booklet on Lings publ by The Instructor; Co-auth of Systematic Rdnq Instrctn in add to profnl educ arts.

Duffey, Thomas F.

Asst Prof Engl, St Coll, N Adams Mass at time of publ, 1964.

Duggins, Lydia A. AB, MA, PhD

Prof, Chrmn Counc on Exprmtl Resrch Rdnq, Univ Bridgeport. EXPR: Coll Prof, Drake Univ, Memphis St Coll, South-eastern La Coll; Consult to Conn St. Dept Educ, Dir Rdnq Centr, Tchrs Coll Columb Univ. PUBL: Auth of text Dev Ch's Perceptual Skills in Rdnq, One for the Little Boy & arts on profnl educ.

Duker, Sam AB Libr, MS, PhD

Prof Educ, Brooklyn Coll. EMPR: Asst Prof Psy, Okla A&M Coll; Lectr, Asst Prof, Assoc Prof Educ, Brooklyn Coll. PUBL: Auth of two texts in add to Listening Bibliogr, Listening Rdnqs, other bks & contrbus to var jrnls.

Dulin, Kenneth L. BA Mus, BEd, MEd, EdD

Prof Rdng, Univ Wisc. EXPR: Tchr, Couns & Rdng Consult for all levels Grs 5-H Schl, adult, Seattle Wash area; Prof Rdng, Univ Wash, Eastern Ore Coll. PUBL: Contribu to profnl educ jrnls.

Duncanson, James P. BA Psy, MA, PhD Psy

Memb Technical Staff of Bell Telphn Labs, Inc, Holmdel NJ. EXPR: Psy Trnee, VA Hosp, Md. PUBL: Contribu to Jrnl Educ Psy, Jrnl Acoustical Soc of Am, Pub Opin Quart & to Fourth & Fifth Internatnl Sympos on Hum Factors.

Durkin, Delores BS, MA, PhD

Assoc Prof Cur & Tchng; Resrch Assoc Horace Mann Lincoln Inst, Tchrs Coll Columb Univ. EXPR: Elem Tchr, Chicago; Asst Prof, Univ Calif; Assoc Prof, Tchrs Coll Columb Univ. PUBL: Writer of extn no publs for profnl jrnls in add to profnl rdng texts such as Tchnq Them to Rd.

Durr, William K. PhD

Prof Educ Coll Educ, Mich St. Univ. EXPR: Tchr Elem Schls, Supt Elem Schls; Consult to schls in thirty-six sts, six for countries; Current Pres of IRA. PUBL: Auth of many texts incl The Gifted Student, & Rdng Instrctn: Dimensions & Issues; Sr. Auth of Houghton Mifflin Readers; Ed of other bks & arts.

Durrell, Donald D. AB, AM, EdM, EdD

Auth, Consult, Lectr, Retired Dean Schl Educ, Boston Univ. EXPR: Tchr of Math, Sci in H Schl; Educ Clins--Iowa, Harvard, Boston Univs; Asst, Assoc, Prof Educ, Boston Univ. PUBL: Auth of over 100 arts, monogrs, yrbks on rdng & profnl educ in add to rdng texts such as Imprvm of Rdng Instructn; Constr of nos of commercial instrctnl aids for rdng tchrs.

Dvorine, Israel

Optometrist, Baltimore, Md at time of publ, 1961.

Dyer, Dorothy

Member of Staff of Coll of Wm & Mary at time of publ, 1961.

Dyk, Ruth B.

Member of Staff of SUNY, Brooklyn at time of publ, 1965.

Dykstra, Robert BS, MA, PhD

Prof Educ, Univ Minn. EXPR: Elem Tchr of all gr levels; Coll tchr of Rdng & Engl--Elem level; Assoc Dir Coord Cntr for Coop Resrch Progr First Grade Rdng (USOE), Dir for Continuation of Coop Resrch Progr; Past Chrmn of Eval of Instrctn Committee of IRA. PUBL: Auth/co-auth of num resrch & jrnl arts.

E

Eames, Thomas H. MD, EdM

Ed of Jrnl of Educ, Asst Prof, Boston Univ Schl Educ.
 EXPR: Resrch Asst Harvard Growth Stud & Psychoeduc Clin;
 Priv Eye Pract, Physician. PUBL: Auth of many arts on phy
 factors in lrng.

Early, Margaret J. EdD

Prof Educ, Assoc Dir Rdng & Lang Arts Centr, Syracuse
 Univ. EXPR: Tchr Engl Grs 9-12, Conn, Mass; Resrch Asst, Boston
 Univ. PUBL: Co-Ed Jrnl of Rdng (1967-1971); Sr Auth of Bookmark
 Rdng Progr & contribu to lit series grs 7-12 in add to arts,
 monogrs, & tests on rdng.

Earp, Wesley N. BS, MEd, EdD

Prof Elem Educ, N Tex St Univ. EXPR: Elem Tchr Grs
 5-6, N Mex; A-V Instrctr, Tex; Elem Educ Tchr, Wisc St Univ.
 PUBL: Co-auth of Imprvm of Elem Tchng & Circus Fun a ch's bk.
 Auth of approx thirty arts and revs for profnl jrnls.

Edington, Everett D. BS, MEd, EdD

Dept Head Educ Adm, Dir ERIC Clearinghouse on Rural
 Educ, N Mex St. Univ. EXPR: Tchr Voc Agri, Ariz; Resrch &
 Tchng Asst, Pa St Univ; Assoc Prof Agri Educ, Okla St. Univ;
 Dir Voc-Technical Educ, Solano Co, Calif; Dir Calif Resrch
 Coord Unit for Calif St Dept Educ. PUBL: Auth/co-auth of many
 arts on rural & agri educ & Indn students.

Edward, Sister Mary MEd, PhD

Assoc Prof Educ & Psy, Clarke Coll, Ia. EXPR: Clsrm
 Tchr, Elem & Sec levels, Coll Tchr of Educ; Natnl Consult Elem
 Educ. PUBL: Auth of arts on educ for Rdng Tchr, Rdng Resrch
Quart, & IRA Conf Procdngs.

Edwards, Beverly S. BS, MS

Math Coord for Lewis Community Schls, Rdng & Math Imprvm
 Tchr, Ia. EXPR: Elem Tchr, Council Bluffs Pub Schls, Ia. PUBL:
 "The Therapeutic Values of Rdng," Elem Engl.

Edwards, Thomas J. BA, MA, PhD

Prof Educ, Dir Lrng Centr, St Univ NY, Buffalo. EXPR:
 Supervsr Coll Adult Rdng Servs, Temple Univ; Head Rdng Improvm,
 Flint Pub Schls; Dir Resrch & Spec Servs, Flint Jr Coll; Lit
 Advs to Iranian Ministry Educ, Tehran, Iran; Sr Lang Arts Con-
 sult, SRA, Inc. PUBL: Co-auth many bks & nos of arts on profnl
 educ.

Efron, Marvin

Memb of Staff USC at time of publ, 1965.

Elder, Richard A. BS, PhD

Assoc Prof Educ, Assoc Dir Ch Stud Centr, Kent St Univ.

EXPR: Intern Rdng Clin, Dept Psy, Oakland Co Intermed Schol Dist, Mich; Asst Prof Educ, Eastern Mich Univ. PUBL: Contrbu of arts on percept & cogntv devlmt for var profnl jrnls.

Elkind, David BA, PhD

Prof, Dir Grad Trng in Devlmtl Psy. EXPR: Resrch

Asst, Austin Riggs Centr; Staff Psych't, Beth Israel Hosp, Boston; Asst Prof, Wheaton Coll, Univ Calif Med Schl; Assoc Prof, Dir Ch Stud Centr, Univ Denver; Assoc Prof, Univ Rochester. PUBL: Contrbu of num arts to profnl educ jrnls.

Eller, William BS, MA, PhD

Chrmn Dept Lang Arts & Elem Educ, Fac Educ Studs, SUNY, Buffalo. EXPR: H Schl Math Instrctr, Wisc; Asst Prof, Eastern Ill St. Coll; Dir Rdng Lab, Univ Okla; Dir Educ Clin, Univ Ia; Former Dir Rdng Clin, Dir Tchr Educ, SUNY. PUBL: Auth of eight texts on rdng & lit, of arts for profnl jrnls.

Emans, Robert BS, MA, PhD

Chrmn Dept Early & Mid Chhd Educ, Ohio St Univ. EMPR: Assoc Prof Educ, Temple Univ. PUBL: Auth of var profnl educ arts.

Emmerich, Walter. PhB, PhD

Sr Resrch Psych't, Chrmn Hum Dev Resrch Gr ETS. EXPR: Resrch & Tchng Asst, VA trnee Univ Chicago; Asst Prof, Univ Colo; Asst Prof, Purdue Univ. PUBL: Auth of var profnleduc publs.

Emig, Janet A.

Member of Staff Schl Educ, Univ of Chicago at time of publ, 1965.

Ennis, Robert H.

Assoc Prof Educ, Cornell Univ at time of publ, 1964.

Entwisle, Doris R. BS, MS, PhD

Assoc Prof Soc Rels Enginr Sci, Johns Hopkins Univ.

EXPR: Voc Adv, VA Hosp, Mass; Math Asst, Lab Soc Rels, Harvard Univ; Jr. Instrctr, Asst Prof, Johns Hopkins Univ. PUBL: Auth of var arts on profnl educ.

Eron, Leonard D. BS, MA, PhD

Prof Psy, Univ Ill. EXPR: Instrctr, Asst Prof, Asst Clin Prof, Resrch Assoc, Yale Univ; Dir Resrch Rip Van Winkle Found; Fac Smith Coll Schl Soc Wrk; Prof, St. Univ Ia. PUBL: Contrbu to var profnl jrnls.

Ervin-Tripp, Susan M. AB, MA, PhD

Prof Rhet Dept, Univ Calif, Berkeley. EXPR: Tchng Asst, Univ Mich; Resrch Dir, Bur Soc Sci Resrch, Wash; Instrctr, Harvard Schl Educ; Asst to Psycholinguistic Commsn, Soc Sci Resrch Counc, Cambrg; Asst Prof Psy & Rhet. PUBL: Auth of arts on soc rels for var jrnls.

Estes, Betsy W. AB, MA, PhD

Prof Dept Psy, Univ Ky. EXPR: Tchr, Lex City Schls; Instrctr, Asst Prof, Assoc Prof, Univ Ky. PUBL: Auth of var educ publs.

Evans, James R. BS, MA, PhD

Psy, Polk St. Schl, Pa. EXPR: Tchr, Cleveland Bd Educ; Intern, Kent, Tallmadge, Ohio Bds Educ; Clin Psy, Vermango Co Mentl Heal Centr; Instrctr, Pa St Univ Extn. PUBL: Contrbu to var profnl jrnls.

Eustace, Barbara W.

Asst Prof Educ, Univ Hartford at time of publ, 1969.

F

Fagan, W. T. BAE, MEd, PhD

Assoc Prof Educ Dept Elem Educ, Dir Rdng Lang Arts Centr, Univ Albrta. EXPR: Clsrm Tchr, princpl, Newfoundl; Assoc Prof, Mem Univ of Newfoundl. PUBL: Contrbu of reports resrch to var profnl jrnls.

Fantini, Mario D.

Memb of Staff Temple Univ at time of publ, 1960.

Farnham-Diggory, Sylvia PhB, MA, PhD

Asst Prof Carnegie-Melton Univ. EMPR: Tchr & Resrch Asst, Univ Pa; Resrch psych't, Eastern Pa Psychiatr Inst; Post-doct Fel, UCLA; Resrch Psych't Phila Ch Guid Clin. PUBL: Auth of resrch reports & educ arts for profnl jrnls.

Farr, Roger C. BS, MS, EdD

Dir Rdng Clin, Ind Univ. EMPR: Tchr, Jr, Sr H Schl Engl, Org of Remed Rdng Cls for Jr H, Rdng Consult Pub Schls, NY: Supervsr Rdng Clin, SUNY, Buffalo, Asst Dir NDEA Inst for Advncd Stud in Sec Rdng; Instrctr, Supervsr Student Tchrs, Sec Educ, SUNY; Assoc Prof Schl Educ Ind Univ. PUBL: Developer of Rdng Tests; Co-ed Rdng Resrch Quart, V, VI, VII, Assoc Ed (1968-1969); Auth of arts & bks on rdng.

Fay, Leo C. BS, MA, PhD

Prof Educ & Rdng, Ind Univ. EXPR: Elem Tchr in pub schls; Asst Prof Elem Educ, SUNY Coll, Cortland; Assoc Prof, Ind Univ. PUBL: Co-auth Devlmtl Rdng Series (3 bks), Cur Enrchmt Series (8 bks), Cur Motiv Series (6 bks) in add to arts for profnl jrnls.

Fearn, Leif BS, MA, EdD

Assoc Prof Depts Spec Educ, Couns Educ, Coord Clin Trng Centr, San Diego St Coll. EXPR: Tchr pub schls, Pa; Supervsr Neighbrhd Youth Corps, Ariz St Univ; Dir Lang Arts, Navajo Demstr Schl, Ariz; Dir Educ Trng, Indn Community Act Proj, Ariz St Univ. PUBL: Contrbu to num profnl jrnls.

Feeley, Joan T. BA, MS, PhD

Asst Prof Lang Arts & Rdng, Wm Paterson Coll. EXPR: Elem Tchr Grs 4-7, NYC, NJ; Sec Tchr Engl, Fr, NYC; Tchr Rdng, Lang Arts, Seton Hall Univ; Tchng Fel Rdng, Lang Arts, NYU. PUBL: Auth of "Devlpmtl Lang Power in Negro Prim Ch," NYU & other arts for Rdng Tchr & Elem Engl.

Feldhusen, Hazel J. BS, MS, Grad Stud

First Grade Tchr, West Laf Ind. EMPR: Elem Tchr, Wisc. PUBL: Auth of "Prediction of Rdng Achmt Under Programd & Trad Instrctn," Rdng Tchr & other arts.

Feldhusen, John J. BA, MS, PhD

Prof Educ & Psy, Purdue Univ. EXPR: Instrctr, Univ Wisc; Asst Prof Wisc St Coll; Assoc Prof, Purdue Univ. PUBL: Contrbu to var educ & psy jrnls.

Feldman, Shirley C. BA, MA, PhD

Assoc Prof Educ, Head Rdng Progr City Coll, CUNY. EXPR: Instrctr, Tchrs Coll, Columb Univ; Asst Prof Educ, SUNY, Fredonia; Asst Prof Psy, NY Med Coll. PUBL: Auth of var publs for educ jrnls.

Ferguson, Donald G. BS, MED, EdD

Asst Dean, Prof Coll Educ, N Mex St Univ. EXPR: Tchr Sixth Grade, Colo, Ill; H Schl Hist Tchr, Tex; Asst to Supt,

Princpl Elem Schl, Ill; Act Asst Prof Elem Educ, Act Dir Bur Educ Resrch, Univ Denver; Assoc Prof Dept Elem, Sec Educ, N Mex St. Univ. PUBL: Co-auth of seven cur guides for tchrs of the deaf (USOE); Auth of chptrs in bks such as Needs of Adolsnt Youth & arts for jrnls on tchnng of the deaf.

Figurel, J. Allen AB, EdM, PhD

Prof Educ, Ind Univ NW. EMPR: Tchr Engl, Couns, Adm Asst, Pittsburgh Pa Schls; Dir Falk Lab Schl, Assoc Prof, Univ of Pittsburgh; Chrmn, Div Cur & Instructn, East Mich Univ. PUBL: Ed of Rdng Tchr (1954-1957), IRA Conf Procdngs (1954-1969); Auth of num bks & arts on rdng.

Fillmer, Henry T. BS, MEd, PhD

Assoc Prof Rdng & Lang Arts, Univ Fla. EXPR: Tchr Elem & Jr H Schl; Grad Tchng Fel Elem Cur, Ohio Univ; Asst Prof Educ, Miram Coll; Asst Prof Rdng, Lang Arts, Emory Univ, Agnes Scott Coll. PUBL: Co-auth/auth of series of bks on Lang & Lit in add to nos of arts & revs.

Finder, Morris MA, PhD

Assoc Prof Engl Educ, SUNY, Albany. EXPR: Tchr Engl, Chicago Pub Schls; Fulbright Lectr Engl, Phillippine Univ; Engl Lang Progr Spec, Tchrs Coll Columb Univ, Kabul Afghanistan; Assoc Prof Engl, Western Wash St Coll; Ling Consult Webster's New World Dict, 2d ed. PUBL: Auth of A Struct View of Engl & arts for the Engl Jrnl & Jrnl of Rdng.

FitzGerald, Agnes D.

Rdng Spec, N Colonie Centrl Schls, NY at time of publ, 1963.

Fitzgerald, James A. AB, AM, PhD

Prof Educ, Univ Scranton. EXPR: Princpl & Supt pub schls, S Dak; Assoc Prof S St Tchrs Coll; Asst Prof, Assoc Dean, Loyola Univ; Assoc Prof, Prof, Fordham Univ. PUBL: Contrbu to var profnl jrnls.

Flaherty, Rose I. BS, MS, Profnl Dipl Rdng

Head Rdng Consult, Manhasset NY Elem Schls. EXPR: Supervsr Tchr, Congdon Campus Schl, St Univ Tchrs Coll, Potsdam; Tchr Grs 3-6, NY; Rdng Clin, Hofstra Univ Rdng Clin, Grad Asst; Rdng Consult, NY. PUBL: Co-auth of "Boys Difs in Lrng to Rd," Elem Enql.

Fleming, James T. BS, EdM, EdD

Assoc Prof Rdng Dept Schl Educ, SUNY, Albany. EXPR: Tchr, Upr Elem Grs, Conn; Tchng Fel, Elem Educ, Harvard Grad Schl Educ; Tutor/Therapist, Newton-Baker Guid, Mass; Asst Prof

Lang & Rdng, Grad Schl Educ, UCLA, NY. PUBL: Co-ed of Lang & Lrng: Investigations & Interpretns, Harvard in add to arts for var jrnls.

Flierl, Nina T.

Loc at Delmar, NY at time of publ, 1963.

Forrest, Elliott B. OD

Optometrist & Advsr to Spec Servs Schl, Nassau Co, NY at time of publ, 1963.

Frazier, Alexander EdD

Prof Educ, Dept Early & Mid Chhd Educ, Ohio St Univ; EXPR: Cur wrkr Asst Supt Instructn in pub schls sys, Ariz, Calif, Tex. PUBL: Ed of New Dirs in Elem Engrl; auth of more than 100 arts for profnl jrnls.

Freeburg, Norman E. BA, MA, PhD

Resrch Psych't, ETS.- EXPR: Aviation Exprmtl Psych't, USN; Resrch Psych't, Consult, Airborne Instruments Lab; Sr Psych't, Grumman Corp; Lectr, Adelphi Univ, Queens Coll, CUNY. PUBL: Contrbu of arts on msmt for var jrnls.

Freeland, Alma.

Memb of Staff Dept Cur & Instrtctn, Univ Tex at time of publ, 1964.

Freshour, Frank W. BS, MEd, EdD

Prof Educ Univ Fla, Rdng Textbk Reviewer for Allyn Bacon, Holt, Rinehart & Winston Publs. EXPR: Elem Tchr, Ohio, Fla; Sports Dir, Dallas Tex, YMCA; Rdng Clin, Univ Fla; Consult &/or Eval for Pub Schls & Assns in Fla. PUBL: Contrbu of arts to var prof jrnls.

Frierson, Edward C.

Coord, Educ of Gifted, Geo Peabody Coll at time of publ, 1966.

Fries, Charles C.

Prof Emeritus Engrl & Lings, Univ Mich; Vis Prof Univ Pa at time of publ, 1964.

Frinsko, William BS, MS, EdD

Prof Educ, Ill St Univ. EMPR: Elem & Sec Tchr, Wyo; Tchr, Supervsr Grs 4-6, Laramie Wyo Lab Schl, Honolulu Hawaii Lab Schl; Instrctr, Elem & Tchr Educ, Detroit. PUBL: Auth of profnl educ arts for var jrnls.

Frostig, Marianne Degr Ch Soc Wrkr, Vienna Austria, BS, MA, PhD
 Founder, Dir Marianne Frostig Centr of Educ Therapy,
 Prof Mount St Mary's Coll & Frostig Centr. EMPR: Schl Psy, Spec
 Schls Los Angeles Co; Dir Rehab Progr, Psy Hosp, Zoflowka,
 Poland; Lectr, Los Angeles St Coll, Univ Calif Extn Div; Inst
 Educ, Oxford Eng; Prof Educ, San Ferndo Val St Coll; Clin Prof
 Schl Educ, Univ So Calif. PUBL: Auth of num bks & arts for tchrs
 & on eval of ch with lngg disabls.

Fry, Edward B. BA, MS, PhD

Dir Rdng Centr, Prof Educ, Rutgers. EXPR: Tchr Calif
 pub schls as Sec Rdng Tchr, Six Grade Tchr, Tchr of Mentl Ret;
 Fulbright Lectr, Univ E Afr, Kampala; Dir Rdng Centr, Loyola
 Univ; Progr Consult, Calif Test Bur's Lessons for Self Instructn.
 PUBL: Constrctr of Tests of Rdng Skills, A-V Rdng Aids; Auth
 of nos of bks, arts & revs.

Frymier, Jack R. BS, MA, EdD

Prof Ohio St Univ Coll Educ, Chrmn Fac of Cur & Founds,
 Co-Dir of Centr for Stud of Motiv & Hum Abils. EXPR: Instrctr,
 Univ Miami Fla; Tchr, Univ Fla Lab Schl; Asst Prof, Temple Univ;
 Assoc Prof, Auburn Univ; Dir Instrctn, Orlando, Fla; Pres Natl
 Assn for Supervsn & Cur Devlmt. PUBL: Auth of three bks;
 Ed of "Theory into Prac" & contrbu of var arts on profnl educ.

Fuld, Paula A. BA, MA, PhD

Asst Prof, Rdng Spec, NYU. EXPR: Tchr, Macombs Jr H,
 Ed Asst, Tchrs Coll Press; Resrch Asst Beg Rdng Proj; Supervsr
 Rdng Centr, Columb Univ. PUBL: Contrbu to var profnl jrnls.

Fullmer, Daniel W. BS, MS, PhD

Prof Educ, Univ Hawaii. EMPR: Asst, Assoc Prof Educ,
 Univ Ore; Prof Psy, Ore Sys Higher Educ. PUBL: Co-auth of
Couns: Content & Process, Principle of Guid: a basic text
 in add to other bks & arts for profnl jrnls.

Furness, Edna L. BA, ME, MA, EdD

Prof of Lang & Lit, Kearney St Coll, Nebr. EXPR:
 Tchr Engl, Latin, Spanish in H Schls of Colo, Wyo; Instrctr
 Libr & Spanish, So Colo St Coll; Prof Engl & Mod Langs, Casper
 (Wyo) Coll; Prof Engl & For Lang Educ, Supervsr of Student
 Tchrs, Univ Wyo. PUBL: Auth of Spell for Millions, nos of
 arts, bk revs, monogrs, chptrs in bks, translations of poems.

G

Gagon, Glen S. AB, AM, PhD

Dir Rdng Clin, Colo St Coll, Greeley. EXPR: Tchr, Demstr Schl, Teheran, Iran; Dir Elem Educ, Teheran, Iran; Instrctr, Brigham Young Univ, Asst Prof Educ. PUBL: Contribu to var profnl jrnls.

Gallagher, James J. BS, MS, PhD

Dir Frank Porter Graham Ch Devlmt Centr, Kenan Prof Educ, UNC. EXPR: Dir Psy Servs, Dayton Hosp for Distrib Ch, Ohio; Asst Prof, Asst Dir Psy Clin, Mich St Univ, Asst Prof, Assoc Prof, Prof, Assoc Dir Inst for Resrch on Except Ch, Univ of Ill; Assoc Commnr Educ (USOE), Chf, Bur of Educ for Handicap, Wash, DC: Deputy Asst Section for Plan, Resrch, & Eval, USOE-HEW. PUBL: Auth of Tchnq Gifted Ch, Mentl Ret Ch--An Exprmntl Stud in add to other bks, chptrs for bks, final reports of resrch, & arts for jrnls.

Gargiulo, Raymond J. BSEd, MEd, EdD

Asst Prof Educ, Va Commonwealth Univ. EXPR: Tchr of Grade 6, Ohio; Tchr Grs 4-6 Liberia W Afr; Princpl Grs 1-8, Am Schl Khartoum, Sudan; Guid Couns K-6, Euclid, Ohio. PUBL: "Lrng Theory Appl to Tchnq of Rdng."

Gates, Arthur I. BBL, MA, PhD

Prof Emeritus, Supervsr Resrch Inst of Lang Arts, Tchrs Coll, Columb Univ. EXPR: Instrctr, Asst Prof, Assoc Prof, Prof, to Prof Emeritus, Columb Univ; Head Dept Educ Psy, Dir Div of Founds in Educ. PUBL: Auth of num bks, resrch, tests on rdng skills & contrbus to profnl jrnls.

Gaver, Mary V. AM, BS, MS

Dir Libr Consult Servs, Bio-Dart Industrs. EXPR: Libr, Va, NY, Trenton St Coll; Tchr, Dir Libr Proj, WPA, VA; Prof Grad Schl Libr Sci, Rutgers Univ. PUBL: Auth of Effn of Centralized Libr Servs Elem Sch in add to other bks & arts.

Getzels, Jacob W. PhD

R. Wendell Harrison Distng Serv Prof Dept Educ & Psy, Univ Chicago. PUBL: Auth of Educ Adm as a Soc Proc, Creat & Intellig in add to nos of arts on profnl educ.

Gifford, Edith M.

Memb of Staff, Edinboro St Coll at time of publ, 1966.

Glass, Gene V. BA, MA, PhD

Co-dir Lab Educ Resrch, Assoc Prof Educ Psy, Univ Colo. EXPR: Lect, Univ Wisc; Asst Prof, Univ Ill; Asst Prof Educ Psy, Univ Colo. PUBL: Contribu to var educ & psy jrnls.

Glatt, Charles A. BA, MA, PhD

Assoc Prof Educ Devlmt, Ohio St Univ. EXPR: Vis Prof Sociol, Univ N Mex; Prof, SUNY, Buffalo; Consult, Hum Rels Centr, St Augustine's Coll; Assoc Dir Progr for Leadership Trng in Maj-Negro, Rural Isolated Schls & Advncd Trng in Rdnng Progrs for Desegregated Schls, Rural NC. PUBL: Co-auth/auth of prof educ arts for var jrnls.

Glinn, Theodore E.

Memb of Staff Unif Schl Dist, Palo Alto, Calif at time of publ, 1965.

Glock, Marvin D. BS, PhD

Prof Educ Psy, Dir Univ Test & Serv Bur, Cornell Univ. EXPR: H Schl Tchr, Nebr, Ill; Princpl, Ill; Asst Prof, Mich St Univ; Princpl, Campus Lab Schl, Ia St Tchrs Coll; Vis Prof, Univ Chicago; Fulbright Scholar, Univ Ceylon. PUBL: Auth of texts on rdnng & eval in add to num arts for profnl jrnls, bulletins, & revs.

Good, Thomas L. AB, MS, PhD

Resrch Sci & Proj Coord, Resrch & Dev Centr, Asst Prof Educ Psy, Univ Tex. EXPR: NIMH & Hogg Found Grants; Coord Early Chhd Educ Progr, Southwest EDL. PUBL: Co-auth of Prob Situations in Tchng in add to profnl educ arts for Elem Schl Jrnl, Jrnl Schl Psy & Jrnl Educ Psy.

Goodman, Kenneth S. AB, MA, EdD

Prof Elem Educ, Wayne St Univ. EXPR: Tchr Elem, Sec & Univ levels; Resrch grants (USOE) for Studs of Rdnng Process; Consult to Centr for Applied Lings, Wash, DC & the Commsn on Rdnng & Writ, Ministry of Educ, Santiago de Chile. PUBL: Auth or num bks, revs, & arts on profnl educ.

Goodstein, Henry A. BA, MA, PhD

Assoc Prof Educ Psy, Univ of Conn. EXPR: Asst Prof Spec Educ, Temple Univ; Asst Prof Educ Psy, Univ Conn; Vis Assoc Prof Spec Educ, Ind Univ. PUBL: Contrbu of profnl educ arts to var jrnls.

Gordon, Edmund W. BS, BD, MA, EdD

Dir Div Heal Servs, Sci & Educ, Prof Educ & Chrmm Dept Grad Studs, Dir ERIC Retrieval Centr on Disadv, Tchrs Coll, Columb Univ; Resrch Asst Pediatr Albert Einst Coll of Med, Yeshiva Univ; Dir Natnl Centr for Resrch & Information on Equal Educ Opportunity. EXPR: Asst Dir, Couns Psy Morningside Community Centr, Mentl Heal Serv, NYC; Chf Psy & Supervsr Jewish Hosp, Brooklyn; Var positions at Yeshiva Univ. PUBL: Contrbu to var profnl jrnls.

Gore, Lillian L. BS, MA, DED

Retired Spec Early Elem Educ (USOE). EXPR: Superv Princpl, Prim Supervsr, Knoxville, Tenn; Coord Elem Schl Guid, Oak Ridge, Tenn; Elem Supervsr, Montgomery Co, Md; Univ Tchr at Univs of Md, Tenn, Memphis St, Johns Hopkins, Ind. PUBL: Contrbu to Schl Exec & Schl Life Educ.

Goudey, Charles E. MA, MEd, PhD

Prof, Dept Elem Educ, Univ of Minn. EXPR: Asst Prof, Temple Univ; Assoc Prof, Univ Wyo. PUBL: Co-auth of Inform Rdng Inventories, Remed Suggestions Handbk & Suggestions for Remed in add to constructn of tests such as Basal Rdng tests to accomp Lyons-Carnahan Reader Series & writer of arts for var jrnl.

Gould, Lawrence N.

Memb of Staff Brentwood Pub Schls, NY at time of publ, 1967.

Grau, The Rev Albert F. BA, MA, PhD

Prof Psy, Dir Couns Centr, Loyloa Coll. EXPR: Asst Prof Psy, Philo, Wheeling Coll; Dir Psy Servs Bur Dir Student Personl Schl of For Servs, Georgetown Univ; Assoc Prof, Act Chrmn Psy, Laurentian Univ, Sudbury, Can. PUBL: Auth of many arts on couns, bk revs on Guid & Couns for the Cath Schls & The Jrnl of Am Optometric Assn & Educ.

Graubard, Paul S. BA, MA, EdD

Assoc Prof Educ Dept of Spec Educ, Ferkauf Grad Schl Hum & Soc Sci, Yeshiva Univ. EXPR: Tchr of Elem, Jr H levels, & remed educ; Instrctr Remed Rdng, Bank Str Coll of Educ; Consult for Follow Through, Univ of Kans; Asst Prof Educ, Yeshiva Univ. PUBL: Ed of Ch Against Schls: Educ of the Delinquent, Distrb, Disruptive; Auth of num arts for profnl jrnl, papers, revs, & chaptres for var bks.

Graves, Michael F. BA Engl, MA Engl, PhD Educ

Asst Prof Sec Educ, Univ Minn. EXPR: Instr Dept Engl, Calif St Coll; Supervsr of Engl Interns, Sch Educ. Stanford Univ; Instrctr in Eff Rdng, Asst Instrctr in Ling & Tchng of Engl, Instrctr Rdng & Stud Skills for Minority Students, Stanford Univ. PUBL: Co-auth of "Noun Plural Devlmt in Prim Grade Ch," Ch Devlmt (in press) & other arts in press.

Gray, Marion EdD

Prof Fac of Educ Studs Dept Lang Arts, Elem Educ, SUNY, Buffalo. EXPR: Tchr of prim grs NY, Pa, NJ, Md. PUBL: Auth of "Resrch & Elem Sch Crit Rdng Instrctn," Rdng Tchr & a contribu to Rdng Resrch Quart, Spring, 1972.

Gray, Susan W. AB, MA, PhD

Prof Psy, Geo Peabody Coll. EXPR: Tchr in Schls of Tenn; Pres, Southeastern Psy Assn (1963-1964); Pres-Elect (1964-1965); Am Psy Assn, Pres (1965-1966); Resrch on Ch Devlmt. PUBL: Auth of num reports of resrch in develmt & educ of young ch, esp the deprived.

Gray, William S. SB, MA, PhD

(Dec) Prof Educ, Dept Educ Univ Chicago. EXPR: Tchr of Rural Schls, Princpl Elem Schls, Ill; Princpl, Trng Schl Ill St Normal Univ; Asst Educ, Instrctr, Asst Prof, Assoc Prof, Prof, Dean, Univ Chicago. PUBL: Auth of maj texts, tests, & bibliogrs & arts in area of rdng.

Greenburg, Judith W. AB, MS, PhD

Asst Prof, City Coll, CUNY. EXPR: Tchr of Biol in NYC H Schls; Resrch Asst, Lectr, Instrctr City Coll, CUNY. PUBL: Auth of profnl educ arts for var jrnls.

Groff, Patriet J. BS, MS, EdD

Prof Educ, San Diego St Univ. EXPR: Tchr Elem Schl; Coll Prof Lang Arts, Rdng, Ch's Lit; Vis Prof Stanford Univ, Univ N Dak, Webster Coll; Tri Univ Proj, Univ Nebr; Consult for Northwest Regnl Educ Lab. PUBL: Auth of many texts on rdng, lang arts & over 100 publs in profnl jrnls, yrbks, monogrs.

Grotberg, Edith H. Ba, MA, PhD

Prof Educ, Dir Progr on Lrng Disabls, The Am Univ. EXPR: Assoc Prof Psy, No Ill Univ; Assoc Prof Educ, The Am Univ; Consult for var resrch projs for NIMH, OEO, DC & Natnl Inst Educ (to present). PUBL: Ed & Contrbu to Critical Issues in Resrch Related to Disadv Ch; Co-auth of The Tchng of Rdng--A Devlmtl Process in add to arts for profnl jrnls.

Guinagh, Barry J. BA, MA Physics, MA, PhD Educ Psy

Univ Tchr of Psy Founds, Coll Educ Univ Fla. EXPR: Resrch Asst Coll Educ, Asst Instrctr, Natnl Sci Dept, Tchng Asst Physics Dept, Mich St Univ; Educ Consult, Am Assn of Dental Schls, Jersey City Coll Dentistry; Proj Dir of "A Home Lrng Centr Approach to Early Stimultn." PUBL: Auth/co-auth of reports of resrch, arts for Day Care Staff Devlmt & Trng Progr & Fla Approach to Early Chhd Educ.

Gunderson, Doris V. BA, MA, PhD

Resrch Coord, Basic Resrch Br of Div Educ Resrch (USOE) Wash, DC. EXPR: Tchr in Schls Minn, Ore, N Dak; Assoc Prof, Concordia Coll. PUBL: Auth of profnl educ arts for var jrnls.

Guszak, Frank J. BS, MEd, PhD

Assoc Prof, Dept Cur & Instrctn, Univ of Tex. EXPR: Sixth Grade Tchr, Elem Princpl, Tex; Couns, Coll Educ, Univ Wisc; Dir Resrch Proj, Univ Wisc; Asst Prof, Univ Tex. PUBL: Auth of Rdng Skills Checklist Tchr's Manl, monogrs, chapt's in texts on rdng & disadv ch & arts for jrnls.

Guthrie, John T. BA, MA, PhD Educ Psy

Asst Prof, Dir Spec Educ, Kennedy Inst, Johns Hopkins Univ. EXPR: Asst Prof Educ, Proj Dir Centr for Stud of Soc Org of Schls, Johns Hopkins Univ. PUBL: Consult Ed of Jrnl Suppl Abstr Serv of Am Psy Assn. Auth/ co-auth of many arts on rdng & lrng.

H

Hackney, Ben H., Jr. AB, MEd, EdD

Assoc Prof Educ, UNC, Charlotte. EXPR: Elem & H Schl Tchr, NC; Princpl, Elem Schl, NC: St Dept of Pub Instrctn, Raleigh, NC: UNC-Chapel Hill Extn Grad Fac; Act Chrmn Div Educ, UNC-Charlotte; Chrmn or memb of Vis Committee, So Assoc for Schls & Colls. PUBL: Auth of St Dept Pub Instrct Publs & Cur Guide Co-auth; Auth of var arts for jrnls.

Hahn, Harry T. BS, MEd, DEd

Prof Educ, Oakland Univ, Mich. EXPR: Dir Rdng & Stud Clin, Lehigh Univ; Dir Instrctn, Oakland Intermed Schl Dist, Mich. PUBL: Auth of reports of resrch USOE First Grade Studs.

Halliwell, Joseph W. BS Math, MS Educ Psy, PhD

Prof Educ Adm, Dir Educ Resrch Trng Progr, St. John's Univ. EXPR: Intermed Gr Tchr, NY; Instrctr, Asst Prof, Dir Student Tchng, Dir Evening Sessions, Dir Exprmntl Progrs, St John's Univ; Assoc in Educ Resrch, NY St Educ Dept; Princpl, NY; Prof Educ & Psy, Paterson St Coll; Dean, Div Educ, SUNY, Cortland. PUBL: Contrbu of many arts to profnl jrnls.

Halcomb, James L.

Memb of Staff of La Mesa Pub Schls, Calif at time of publ, 1962.

Hammond, Sarah L. EdD

Prof Educ, Univ Md. EXPR: Tchr of Kindergarten & Elem Grs, Fla Pub Schls; Fla St Dept Educ; Prof, Head Elem Educ, Fla St Univ. PUBL: Joint Auth of Good Schls for Young Ch: Tchng the 3, 4, & 5-Yr Old; Auth of num arts & revs for profnl jrnls.

Hansen, Harlan S. BS, MS, PhD

Prof Early Chhd Educ, Univ Minn. EXPR: Kindergarten Tchr in Midwest; Husb-Wife Team Tchng Demonstr, Midwest, Sixth Grade Tchr; Coll Prof, Univ Wisc; Head Start Consult in Math. PUBL: Co-ed of Early Chhd Section of Instructor Mag, 1973; Auth of "The Home Literary Environ on Rdnq Attitude," Elem Enql.

Hanson, Earl PhD

Prof & Dir Grad Studs, Univ Chicago. EXPR: Resrch Asst, Univ Chicago. PUBL: Auth of "Rdnq Readiness & the Achmt of Prim Grade Ch of Dif Socio-Econ Strata," Rdnq Tchr.

Hansen, Iren W. BS, MS, PhD

Assoc Prof, Towson St Coll. EXPR: Tchr Elem Schls, Pa, Wash, Minn; Instrctr & Supervsr Student Tchrs, Univ Minn; Asst Prof Elem Educ, Augsburg Coll. PUBL: Auth of "First Grade Ch Work on Variant Wd Endings," Rdnq Tchr.

Hardin, Veralee B.

Asst Prof Educ, Univ Mo at time of publ, 1969.

Harlow, Margaret K. AA, AM, PhD

Assoc, Primate Lab, Lectr Educ Psy Dept Soc Sci, Resrch Ch Devlmt, Univ Wisc. EXPR: Clin Psych't, Western St Psy Hosp, Pittsburgh; Instrctr, Univ Minn; Asst Prof, Univ Wisc; Managing Ed Publs, Am Psy Assn; bus mgr Soc Resrch Ch Devlmt Proj. PUBL: Contrbu of arts to psy & educ jrnls.

Harlow, Harry F.

Memb of Staff, Dept of Psy, Univ Wisc at time of publ, 1949.

Harris, Albert J. AB, MA, PhD

Dir Off of Resrch & Eval, Div Tchr Educ, CUNY. EXPR: Instrctr Psy, Purdue Univ; Instrctr, Simmons Coll; Asst Psy, Worcester St Hosp; Instrctr, Asst Prof Educ, Supervsr Remed Rdnq Servs, CUNY; Dir Educ Clin, Assoc Prof, Prof Educ, Queens Coll. PUBL: Auth of How to Incrs Rdnq Abil, Eff Tchng of Rdnq, Rdnqs on Rdnq Instrctn, in add to other bks, reports of resrch, & arts for profnl jrnls.

Harris, Anna S. BA, MS, PhD

Supervsr Rdnq, Mt Vernon NY Bd Educ. EXPR: Elem Schl Tchr, NY Bd Educ; Dir Elem Rdnq Clin-Mobilization for Youth; Schl Psych't; Remed Rdnq Spec. PUBL: Auth of arts on rdnq educ for var jrnls.

Harris, Theodore L. PhD Engl MA Rdng, PhD

Prof Educ, Univ Puget Sound, Wash. EXPR: H Schl Tchr, Ill, Wisc; Ed Asst Thorndike Dict & Scott, Foresman & Com Rdng Consult, Lyons Township H Schl & Jr Coll, Ill; Asst Prof Educ, Allegheny Coll; Assoc Prof Educ, Univ Okla; Prof Educ, Dir Rdng Clin, Univ Wisc; Prof Educ, Dir Coll Rdng Lab, Wash St. Univ. PUBL: Sr Auth of Grs 4, 5, Basal Reader Series, storytext, Tchr's manls; Auth of nos of resrch reports & arts for profnl jrnls.

Hart, Hazel C. PhD

Prof Educ, Butler Univ, Ind. EXPR: Elem Tchr & Supervsr, Indnpls Pub Schls; Consult for var schl sys. PUBL: Co-auth of Elem Lit series Best of Ch's Lit; Auth of many profnl educ arts for var jrnls.

Hartley, Ruth N. BA Engl, BS, MS, EdD

Asst Prof Educ, Univ Calif, Santa Barbara. EXPR: Pub Schl Tchr; Remed Rdng Clin (Sums) Eastern Mont Coll Educ; Instrctr, Asst Prof, Univ Portland; Rdng Spec, Stanford Computer Assisted Instrctn Proj on Init Rdng, Stanford Univ. PUBL: Auth of many reports & resrch & arts for var jrnls.

Hartup, Willard W. BS Psy, MA Educ Psy, EdD Hum Dev

Prof & Dir Inst Ch Devlmt, Univ of Minn. EXPR: Grad Asst, Ohio St Univ; Resrch Asst, Harvard Univ; Asst Prof Psy, Rhode Is Coll Educ; Ia Ch Welfare Resrch Station, St Univ of Ia; Assoc Prof, St Univ Ia & Inst Ch Devlmt, Univ Minn; Assoc Dir Inst Ch Devlmt, Univ Minn. PUBL: Consult Ed for Jrnl Exprmntl Ch Psy, Jrnl of Genetic Psy, Genetic Psy Monogrs; Extn contribs to profnl jrnls.

Hatfield, John S. PhD

Memb of Staff Mentl Heal Centr, San Mateo Co, Mentl Heal Servs. EXPR: Chf, Stambaugh House, Redwood City, Calif. PUBL: Auth of arts for Jrnl of Clin Psy, Ch Devlmt.

Hatfield, W. Wilbur

First Exec Secretary-Treasurer of Natnl Counc Tchrs Engl at time of publ, 1965.

Havighurst, Robert J. AB, PhD

Prof, Dept Psy, Univ Chicago. EXPR: Natnl Resrch Counc postdoct Fel in Physics; Asst Prof Chem, Miami Univ, Ohio; Dir Exprmntl Coll, Univ Wisc, Asst Prof Physics; Assoc Prof Sci Educ, Asst Dir & Dir Gen Educ, Gen Educ Bd of Rockefeller Found, Ohio St Univ; Staff Member First UNESCO Seminar; Fulbright Prof Educ Canterbury Univ Coll, Univ New Zealand; Co-dir of Brazilian Govt Centr for Educ Resrch. PUBL: Auth of fifteen

bks, four monogrs & jrnal arts on comparative, internatnl educ, adult & Old Age, Indns, Urban Educ, Youth.

Hawk, Travis L. BS, MS, EdD

Prof Educ Psy, Univ Tenn. EXPR: Tchr Elem & Jr H Schl, Elem Princpl, Tex; Tchng Asst, Univ Tex. PUBL: Contrbu of arts on tests & lrng for profnl jrnls.

Harkins, Michael L. AB, MS, EdD

Assoc Prof Educ, Univ Ga, Assoc Dir for Instrctn Ga Educ Model Tchr Educ Progr, Resrch Assoc in Resrch & Devlmt Centr in Educ Stimul. EXPR: Elem Tchr in Fla, Kans; Elem Princpl, Kans; Grad Asst, Univ Ark; Vis Prof Elem Educ, Kans St Univ; Asst Prof Soc Sci Educ, Univ Ga. PUBL: Auth of num contrbus to profnl jrnls, monogrs, in add to bks such as Peoples & Cultures of Early Fla accomp by tchr's guide.

Hayes, Robert B. BS Soc Stus, MA, PhD Educ Adm

Dean Tchr's Coll, Marshall Univ. EXPR: Tchr of Elem & Sec Schls, Kans; Princpl of H Schl, Kans; Chrmn, Div Educ, Asbury Coll, Ky; Tchr (Part-time) Ind Univ, Kokomo Campus; Dir Tchr Educ, Taylor Univ, Act Dean. PUBL: Ed of Profnl Growth Inserv of the Supervsn Tchr; Auth of Appalachian Coop Progr in Tchr Educ, Chptrs for yrbks, monogrs, & arts for The Tchr's Coll Jrnal.

(Crago) Hayward, Priscilla AB, MEd

Retired Chf Bur of Pupil Test & Advs Servs, NY St Educ Dept, Albany. PUBL: Auth of "Eval Diagnost Rdnng Tests," Rdnng Tchr in add to other jrnal arts.

Healy, Ann K.

Prof Hum Growth & Educ, Valdosta St Coll. PUBL: Auth of "Changing Ch's Attitudes Toward Rdnng Elem Engl," & other arts in var jrnls.

• Heilman, Arthur W.

Member of Staff of Pa St Univ at time of publ, 1968.

Henderson, Edmund H. BA, MEd, PhD

Asst Prof, Univ Del, Dir McGuffy Rdnng Centr & Asst Prof Schl Educ, Univ Va. PUBL: Contrbu of arts on rdnng & psy for var profnl jrnls.

Herber, Harold L. BA, BD, EdM, EdD

Proj Engl Coord, Syracuse Univ, Jamesville De Witt Pub Schls NY & Lectr Educ, Syracuse. EXPR: Tchr of Engl & Soc Stud, Hamilton Jr-Sr H Schl; Engl & Rdnng Supervsr, Centrl H Schl Dist, Nassau Co, NY. PUBL: Auth of Tchnq Rdnng in Content Areas in add to other educ publs.

Herriot, Peter BA, MEd, PhD

Reader, Dept of Soc Sci & Hum, The City Univ Manchester, Eng. EXPR: Asst Lectr Dept Psy, Queen's Univ of Belfast; Lectr Dept Educ, Univ of Manchester; Lectr Hester Adrian Resrch Centr, Univ of Manchester. PUBL: Auth of An Introduction to the Psy of Lang, Lang & Tchng in add to other bks & arts for such jrnls as the British Jrnal of Psy, Ch Devlmt, Jrnal of Verbal Lrng & Verbal Beh & the Am Jrnal of Mentl Deficiency.

Hess, Robert D. BB, PhD Hum Devlmt

Lee J. Jacks Prof Ch Educ & Prof Psy, Stanford Univ, Consult OEO Headstart. EXPR: Instrctr Hum Devlmt; Asst Prof, Assoc Prof, Chrmn Committee on Hum Devlmt, Prof, Dir Early Chhd Centr, Dir Early Educ Resrch Centr, Univ Chicago; Fel Centr for Advncd Studs in Beh Sci, Stanford Univ. PUBL: Auth of Family Worlds, The Devlmt of Polit Attitudes in Ch & arts on socialization.

Hildreth, Gertrude AB, MA, PhD

Prof Educ, Brooklyn Coll, CUNY. EXPR: Tchr of Educ Psy, Rdng & Literacy Internatnl Educ, Spec Educ (Gifted). PUBL: Auth of profnl educ bks such as Tchng Rdng in add to many other publs.

Hill, Edwin H.

Coord of Grad Work in Elem Educ, Univ of Pittsburgh at time of publ, 1963.

Hill, Margaret K. BS, MEd, EdD

Dir Rdng Centr, Prof Educ, So Ill Univ. EXPR: Tchr pub schls of W Va; Grad Asst, Tchng Fel, Boston Univ; Dir Rdng Clin & Lab, St Univ Ia; Lectr Rdng & Lang Arts Div, Sacramento Calif; Educ Consult; Lectr Grad Schl Educ, Univ Pittsburgh. PUBL: Auth of Wd Recog Progr, Ginn (1954); Co-auth of Tchr's manl for On Cherry Street & auth of nos of monogrs & arts.

Hill, Suzanne D. BA, MA, PhD

Assoc Prof Psy, La St Univ. EXPR: Assoc in Psy, Univ Tchng Fel, US Pub Heal Serv Postdoct Fel, Resrch Assoc, The Geo Wash Univ; Instrctr, Univ Va Extn; Asst Prof Psy, Howard Univ; Asst Prof, Assoc Prof, Clin Assoc Prof Dept Psy, La St Univ. PUBL: Auth/co-auth of num reports of resrch on beh of ch & primates for var jrnls.

Hillerich, Robert L. AB, MS, EdD

Chrmn Dept Rdng & Lang Arts, Grad Schl, Natnl Coll, Ill. EXPR: Tchr Grade Six, Ind; Supervsr Prim Grs 1-8, Ind, Grs K-6 Ill; Asst Supt Schls, Ill; Consult. PUBL: Ed of Merit Bk Series

(Auth of tchr's guides): Introduction to Kipling's Just So Stories; Auth of Complementary Rdng in add to num other bk introductions & arts.

Hines, Wayne L. OD

Optometrist with priv pract in Chehalis, Wash. EXPR: Resrch conducted during priv pract. PUBL: Auth of arts for Optometric Weekly & other jrnls.

Hittleman, Daniel R. BA, EdD

Act Coord Grad Rdng Progrs, Queens Coll, CUNY. EXPR: Tchr, Wyandanch NY Pub Schls. PUBL: Contrbu to var educ jrnls.

Hoffman, Martin L. BSE, MS, PhD

Chrmn Doct Progr Devlmtl Psy, Univ Mich; Tchng Fel, Univ Mich; Asst Prof, Purdue Univ; Sr. Resrch Assoc, Merrill-Palmer Inst. PUBL: Ed. Merrill-Palmer Quart & auth of arts on socialization.

Hollingsworth, Paul M. BS, MA, EdD

Prof Dir Rdng Centr, Univ Nev. EXPR: Grad Asst in Accounting, Brigham Young Univ; Tchr of Upr Elem, Jr H Schls, Ariz; Fac Assoc Ariz St Univ, Assoc Prof. PUBL: Ed of five consecutive issues of Invitational Rdng Conf Procdngs in add to arts on listening, rdng, & other lang arts.

Holmes, Jack A. AB, MA, PhD

Prof Educ Psy Inst Hum Dev, Univ Calif, Berkeley. EXPR: Instrctr, Head Chem Dept H Schls, Calif; Resrch in Chem, Univ Calif; Dir Psy Resrch & Test Facility Benicia Arsenal, Calif; Instrctr of Rdng & Stud Clin, Univ Calif; Asst Prof Psy, Okla A&M; Assoc Prof, Head Adult Rdng & Imprvm Centr, Western Reserve Univ. PUBL: Auth of The Substrata Factor Theory of Rdng & arts for var jrnls.

Homze, Alma C.

Doct Candidate in Lang Arts, Pa St Univ at time of publ, 1962.

Honzik, Marjorie P. AB, MA, PhD

Resrch Psy & lect Psy, Inst Hum Dev, Psy Dept, Univ Calif, Berkeley. EXPR: Extn Resrch in ch devlmt. PUBL: Co-auth of Beh Probs of Normal Ch, other bks & arts, chptrs & revs.

Hopkins, Kenneth AB, MS, PhD

Prof Educ, Univ Colo & Fir Lab Educ Resrch. EXPR: Psy, Hudson Schl Dist; Voc Couns, Asst Prof Educ, Assoc Prof Educ Psy, Univ So Calif; Assoc Prof Educ, Univ Colo. PUBL: contrbu to var educ jrnls.

Horn, Thomas D. BA, MA, PhD

Prof, Chrmn Dept Cur & Instrctn, Coll Educ Univ Tex:
EXPR: Elem Tchr, Colo, Ill; Asst Prof, Princpl Campus Elem
Schl, Univ No Ia; Dir NDEA Sum Inst for Tchrs of Spanish-speaking
Ch. PUBL: Auth/co-auth for spell textbk series, rdng series
& num arts.

Horowitz, Frances D.

Memb of Staff of So Ore Coll at time of publ, 1961.

Howes, Virgil M. BS, MS, EdD

Exec Dir Internatnl Centr Educ Devlmt, Encino, Calif.
EXPR: Guid & Cur Consult, Adm Asst, Spec Servs, Deputy Supt,
Dept of Educ San Diego Co, Calif; Head Dept Educ, Deputy Chf of
Party for UCLA/US AID Team, Fed Advncd Tchrs Coll, Lagos Nigeria;
Lectr Educ, Dir Resrch & Devlmt Div. PUBL: Auth of eight bks
pertaining to indiv instrctn & rdng & arts for jrnls.

Huck, Charlotte S. BS, MA, PhD

Prof Early & Mid Chhd, Ohio St Univ. EXPR: Elem Tchr,
Mo, Ill; Instrctr Educ, Northwestern Univ, Asst, Assoc, Prof
Educ, Ohio St Univ. PUBL: Co-auth of Ch's Lit in Elem Schl
& contrbu to many bks, monogrs & arts to jrnls.

Hudgins, William K.

Sci Cur Spec, PACE Educ Centr Region VI, Parkersburg,
Va at time of publ, 1969.

Huebner, Mildred H. BS, MA, EdD

Prof, Dir Rdng Centr, Chrmn Grad Rdng Dept, So Conn
St Coll. EXPR: Elem Tchr, Pa; Asst Princpl Elem Schls, Pa;
Asst Prof in Grad Schl, Western Reserve Univ. PUBL: Co-auth
of Rdng Eval, Strategies in Rdng in Elem Schl in add to var
educ arts.

Hunt, Joseph McV. BA Philo, MA Psy, PhD

Prof Psy & Elem Educ, Univ Ill. EXPR: Tchng Asst,
Tchng Fel, Univ Nebr; Asst, Sr Asst Psy, Cornell Univ; Resrch
Assoc, Saint Elizabeth's Hosp, Wash, DC; Instrctr, Asst Prof,
Assoc Prof, Brown Univ; Adjunct Prof Psy Grad Schl Psy, NYU.
PUBL: Auth of over 125 arts in add to seven bks.

Hunt, Lyman C. BA, EdD

Dir Rdng Centr, Coll Educ, Univ Vt. EXPR: Tchr Elem
& H Schls; Asst, Assoc Prof Dept Elem Educ, Pa St Univ; Prof,
Head Dept Elem Educ, Univ Akron. PUBL: Contrbu to var jrnls.

Huttenlocher, Janellen BA, MA, PhD

Assoc Prof, Tchrs Coll Columb Univ. EXPR: Resrch Assoc, Univ Md; Tchng Fel & Resrch Asst Soc Rels Dept, Instrctr & Resrch Fel Sch Educ, Resrch Fel Centr Cogntv Studs, Harvard Univ. PUBL: Auth arts on psy & educ.

Huus, Helen BS, MA, PhD

Prof Educ, Univ Mo. EXPR: Resrch Asst to Dr. Wm S. Gray, Univ Chicago; Asst Prof Educ, Wayne St Univ; Asst Prof, Assoc Prof, Prof Educ, Univ Mo; Fulbright Resrch Scholar, Univ Oslo; Past Pres IRA. PUBL: Auth of bk on educ in Norway, ch's bks to enrich the soc stus & co-auth of Field Lit Series K-8 in add to num contrbus to yrbks & jrnls.

I

Inbody, Donald BS, MS, EdD

Dir Staff Dev K-12 Shawnee Mission Pub Schls, Shawnee Mission, Kans. EXPR: Elem Tchr & Jr H Tchr, Kans; Elem Princpl, Elem Cur Dir, Kans; Instrctr, Univ Kans. PUBL: Auth of profnl educ arts for jrnls.

Ives, Josephine--See Piekarz, Josephine.

Ives, Sumner

Linguist, Syracuse Univ at time of publ, 1964.

J

Jackson, Phillip W. BS, MEd, PhD

Prof Educ & Hum Devlmt, Univ Chicago, Dir Univ Chicago Lab Schls. EXPR: Instrctr, Univ Puerto Rico, Tchrs Coll, Columb Univ (Sums); Instrctr, Asst Prof, Univ Chicago; Princpl, Univ Chicago Lab Nursery Schl; Simon Vis Prof Soc Sci, Univ of Manchester, Engl. PUBL: Auth of bks such as Creat & Intellig, Life in Clsrms, other bks & arts.

Jacobs, James N. BA, MA, EdD

Dir, Div Progrmd Resrch & Design, Cincinnati, Prof Univ Cincinnati, part time. EXPR: Elem & Sec Trhc, NY, Ohio; Grad Tchng Asst, Mich St. Univ; Lectr, Miami Univ, Xavier Univ; Vis Asst Prof, Univ Md; Dir of Consult & Resrch Communc. PUBL: Auth of many prof educ arts for jrnls.

Janes, Edith BEd, Grad Rdng Work

Instrctr Rdng, Ind Univ Northwest, Retired City Rdng Consult Grs 1-12, Gary Pub Schls. EXPR: Rural Tchr Grs 1-8, Ill; Elem Tchr, Gary Ind Pub Schls. PUBL: Auth of arts for IRA Procdngs & Jrnl of Rdng as well as other jrnls.

Jan-Tausch, Evelyn

Memb of Staff of Glenridge NJ Pub Schls at time of publ, 1971.

Jan-Tausch, James BS, MEd, EdD

Dir Remed Educ, Asst Dir Spec Educ, Asst in Cur & Instrctn, NJ St Dept Educ. EXPR: Wage & Salary Adm, Sr. Personl investor, Western Electr Co. NJ; Dir Guid, Union NJ Bd Educ; Dir Rdng Clin, NJ St Coll; Psych't, Springfield, NJ Bd Educ. PUBL: Auth of arts on rdng, neurolog devlmt & motiv in rdng.

Jaranko, Arreta R. AB, MA, EdD

Diagnost, Asst Prof & Dir Ch Stud Centr, Div Clin Studs, W Va Univ. EXPR: Clsrm Tchr, W Va; Grad Asst Rdng Centr, Instrctr, Asst Prof, Univ W Va. PUBL: Auth of var profnl educ arts.

Jegard, Suzanne MA

Chf Psych't Alvin Buchwold Ment Ret Unit Univ Hosp, Saskatoon, Sask Can. EXPR: Clin Psych't Montreal Gen Hosp. PUBL: Contrbu arts to var educ jrnls.

Jenkinson, Marion D.

Memb of Staff, Univ Chicago. EXPR: Univ Tchng, Univ Toronto, Can, Albrta Can. PUBL: Auth of arts on profnl educ.

Jeruchimowicz, Rita BA

Doct Cand, Univ Minn Inst of Ch Devlmt. PUBL: Contrbu to Ch Devlmt.

Johnson, Dale D. BA, PhD

Asst Prof Rdng, Univ Wisc, Madison. EXPR: Elem, Jr H Tchr, Wisc; Chrmn Engl Dept, Katisina Tchrs Coll, Nigeria; Asst Prof Rdng, Ball St Univ. PUBL: Auth/co-auth of num arts for profnl jrnls.

Johnson, Donald M. AB, PhD

Prof, Mich St Univ. EXPR: Asst Prof, Fort Hays Kans St Coll, Univ Ill; Dept Head, Univ Minn. PUBL: Contrbu of psy arts for var jrnls.

Johnson, Marjorie S. BS, EdM, EdD

Chrmn Psy Rdng Dept, Dir Rdng Clin. EXPR: Sec Schl Tchr, Pa; Supervsr Lab Schl of the Rdng Clin, Lectr Psy, Temple Univ; Act Dir Rdng Clin; Assoc Prof Psy, Educ Psy; Assoc Dir Rdng Clin, Prof Psy, Educ Psy, Temple Univ. PUBL: Contrbu of var educ & psy arts for jrnls.

Jones, Daisy M. BS, MS, EdD

Prof Educ, Ariz St Univ. EXPR: Elem Tchr, Ind; Dir Student Tchng, Assoc Prof Educ, Centr Normal Schl, Ind; Cadet Tchr, Supervsr of Student Tchrs, Ind St Univ Lab Schl; Asst Supervsr Elem Educ, Muncie, Ind; Dir Elem Educ, Ind; Vis Prof, Wrkshp Dir. PUBL: Auth of Tchng Ch to Rd & many ch's rdng texts in add to arts for jrnls.

Joseph, Sister Francis, OSF BS, MS

Dir Cur Mats Centr, Univ Dayton. EXPR: Tchr Elem Grs, Ind; Asst Prof Educ, Univ Dayton. PUBL: Contrbus to var educ jrnls.

Justman, Joseph BS, MS, PhD

Assoc Prof Fordham Univ. EXPR: Instrctr, Resrch Asst Bd Educ, NY (Higher); Lectr, Resrch Assoc, Queens Coll; Asst Dir, Act Dir Bd Educ, NY. PUBL: Auth of arts on educ.

K

Kagan, Jerome BS, PhD

Prof Hum Devlmt, Harvard Univ. EXPR: Clin Psy, Clifford Beers Guid Clin; Instrctr Psy, Ohio St Univ; Resrch Psy, US Army Hosp, West Point; Sr Resrch Assoc, Chrmn Dept Psy, Fels Resrch Inst. PUBL: Ed Consult, Ch Devlmt, Jrnl Exprmntl Ch Psy, Jrnl Consult Psy, Merrill-Palmer Quart, Psy Bulletin; Auth of num arts on ch beh.

Karlin, Robert AB, MA, PhD Educ Psy

Prof Educ, Queens Coll, CUNY. EXPR: Instrctr Rdng, Hofstra Univ; Asst Prof Educ Psy, NYU; Prof Educ, So Ill Univ; Fulbright Scholar, Ministry of Educ, Uruguay. PUBL: Auth of bk on rdng in H Schls & arts for profnl jrnls.

Karlsen, Bjorn BA, BS, MA, PhD

Prof Spec Educ, Sonoma St Coll. EXPR: Resrch Asst, Assoc Prof, Univ Minn; Assoc Prof, San Diego St Coll. PUBL: Contrbu of arts on ch with lrng disabls.

Karp, Joan M.

Member of Staff, Yeshiva Univ at time of publ, 1965.

Kashinsky, Marc MA
Doct Cand Clarke Univ.

Katz, Phyllis A. AB, PhD
Assoc Prof, CUNY, Psy with Natnl Inst Ch Heal & Hum
Devlmt. EXPR: Sr Resrch Assoc, NY Med Coll; Asst Prof, NYU;
Assoc Prof, CUNY. PUBL: Auth of profnl educ arts for var
jrnls.

Kender, Joseph P. AB, MA, EdD
Assoc Prof Educ, Schl Educ, Lehigh Univ, Dir Rdng Stud
Clin. EXPR: Engl Tchr, Rdng Coord, Paoli Area Schl Sys, Pa;
Remed Clin; Assoc Exam, Test Div ETS. PUBL: Ed of Tchnq Rdng--
Not by Decoding Alone in add to other publs.

Kendrick, William M
Dir Cur & Instrctn Servs, Evanston, Ill Pub Schls.
EXPR: Dir of Suppl Educ Centr, San Diego Co, Calif. PUBL:
Contrbu to var profnl jrnls.

Kennedy, Larry L BS, MA Engl, EdD
Assoc Prof Jr H Methods & Grad Rdng, Ill St Univ.
EXPR: Tchr Jr H Grs 7-9, Ind, Grs 6-8, Ill. PUBL: Contrbu of
profnl educ arts for var jrnls.

Kephart, Newell C. AD Psy, MA, PhD Ch Welfare
Dir Glen Haven Achmt Centr, Fort Collins, Colo.
EXPR: Mentl Hyg, Wayne Co Trng Schl, Mich; Occup Analyst, US
Employmt Serv, Wash, DC: Asst Prof, Assoc Prof, Prof, Purdue
Univ, Exec Dir of Achmt Centr for Ch. PUBL: Ed, Charles E.
Merrill Series for Slow Lrnrs Know Your World & Jrnl of Lrng
Disabls; Auth/co-auth of nine bks on lrng, slow lrnrs, & arts
for profnl jrnls.

Kerfoot, James F.
Asst Prof Educ, St Univ Pa at time of publ, 1965.

Kermoian, Samuel B. BA Sci Educ, MA, EdD Adm
Dir Urban & Community Educ Progrs, USOE Region IX.
EXPR: Tchr, Adm in San Fran Unif Schl Dist; Univ Tchr, San
Fran St Coll, Univ Calif, Univ Mich, Univ Sao Paulo (Brazil),
Univ of Parana, Brazil, Univ of Nev, Univ Puget Sound; Dir
Elem & Sec Educ. USOE 1968 Region II. PUBL: Contrbu to var
jrnls.

Keshian, Jerry G. BS, PhD
Prncpl Distr No 13, Valley Stream, NY. EXPR: Tchr
Grs 5-6, NY; Asst Prncpl, Prncpl, NY; Instrctr, Adult Educ
Progr, NY: Instrctr Rdng, Hofstra Univ, Saint Lawrence Univ,

St Univ Coll, Fredonia; Instrctr Lang Arts, Adelphi Univ;
Instrctr, Univ Vt. PUBL: Co-auth Rdng & Lang Arts Cur &
auth of resrch reports & arts for jrnls.

Kierstead, Reginald BS, ME

Princpl State Hill NY Schl. EXPR: Jr H Schl Tchr,
Princpl Jr H Schl, Dist Supt Schls, Supervsn Princpl, NY.
PUBL: auth of profnl educ arts & reports of resrch in Jrnl
Educ Resrch.

King, Ethel M. BEd, MA, PhD

Prof Cur & instrctn, Univ of Calgary. EXPR: Tchr Grs
3-4, Demstr Tchr Gr 3, Can; Asst Prof Mem Univ; Lectr Univ of
Calgary, Asst Prof, Assoc Prof, Prof. PUBL: Co-auth Before 6;
Ed, Canadian Tests of Basic Skills Form 1-2, tchr's manl & adm
manl; Auth of resrch reports for Jrnl Educ Psy, Rdng Tchr.

King, Martha L. BS, MA, PhD

Prof Early & Mid Chhd, Ohio St Univ. EXPR: Elem
Tchr, Ohio; Supervsr-Critic Tchr, Ohio; Supervsr & Cur Consult,
Ohio; Part-time Instrctr, Extn Div & Br Schls, Ohio Univ.
PUBL: Co-auth of Crit Rdng: a Bk of Rdngs in add to bulle-
tins & arts for jrnls.

Kingston, Albert J. BS, MS, PhD

Prof Educ, Coll Educ Univ Ga. EXPR: Voc Appr, Cornell
Univ Guid Centr; Assoc Prof Psy, Dir Remed Rdng, A&M Coll, Tex,
Dir Guid & Remed Rdng; Remed Educ & Rdng Imprvm Advcs, US Opera-
tion Mission to Ethiopia; Field Reader, HEW. PUBL: Co-auth
of Educ Psy, other bks; Auth of arts, wrkbks, yrbks, & monogrs.

Kinnie, Ernest J. PhD

Prof St Univ, Plattsburgh, NY at time of publ, 1971.

Klare, George R. BA, PhD

Prof Psy, Ohio Univ, Vis Prof SUNY, Stonybrook. PUBL:
Co-autho of The Msmt of Readabil, Elem Stat: Data Analysis for
the Beh Sci in add to chptrs for var bks.

Klausmeir, Herbert J. PhD

VAC Henmon Prof Educ Psy, Univ Wisc, Madison. EXPR:
Elem & H Schl Tchr, Ind; Univ Tchr, Colo St Univ, San Fran St
Coll. PUBL: Auth of over 150 jrnl arts & resrch monogrs.
Co-auth of Analyses of Conceptual Lrng.

Kofsky, Ellin

Memb of Staff, Johns Hopkins Univ at time of publ, 1966.

Kohn, Clyde F. AB, MA, PhD

Prof & Chrmn Dept Geogr, Univ of Ia. EXPR: Rural, Elem, Sec Tchr, Mich; Assoc Prof Soc Stus, Miss St Coll for Women; Instrctr & Vis Lectr, Harvard Univ; Asst Prof Geogr, Assoc Prof Geogr & Educ, Northwestern Univ. PUBL: Auth/ed of bks on profnl geogr, ch's textbks & extn no of arts for jrnls.

Kopel, David BS, MS, PhD

Prof Psy & Educ, Chicago St Coll. EXPR: Psy & Instrctn, Northwestern Univ; Clin Psy, Army Information-Educ Staff Instrctr; USAR, Dir Depends Schls Servs, Austria, Spec in Tchr Educ; Dir Northwestern Univ Psycho-Educ Clin, Chicago. PUBL: Auth of Rdng & Educ Process, clin forms & manls, & arts on elem & sec rdng.

Krauss, Robert M.

Member of Staff, Rutgers Univ at time of publ, 1969.

Kress, Roy A. BS, EdM, PhD

Assoc Dean Grad Schl, Temple Univ. EXPR: Instrctr, Woods Schl, Pa; Lectr Psy, Supervsr Rdng Analysis Div, Inst Coord, Temple Univ; Educ Dir, Dir Ch's Resrch Found, Tex; Assoc Prof Educ, Dir Diagnost & Remed Servs of Rdng Centr, Syracuse Univ; Prof Psy & Dir Rdng Clin, Chrmn Psy Rdng Dept, Temple Univ. PUBL: Auth of profnl educ arts for var jrnls.

Krippner, Stanley BS, MA, PhD

Dir Dream Lab, Maimonides Med Centr, Brooklyn, Lectr Grad Schl Wagner Coll, Consult Staten Is Mentl Heal Clin, Dir Resrch, NY Inst Ch Devlmt. EXPR: Spch Therapist, Ill, Va; Residence Hall Couns, Northwestern Univ; Grad Asst, Psycho-educ Clin, Northwestern, Psy Dept Univ of Hawaii; Dir Ch Stud Centr, Kent St Univ. PUBL: Auth of nos of chptrs for bks & arts for profnl jrnls.

Kumar, Usha BA, MA, PhD

Asst Prof, Indn Inst Technology, Kanpur, Dept Hum & Soc Sci Indn Inst Technology. EXPR: Asst Prof, Isabella Thorburn Coll; Fulbright Smith-Mundt Grantee US Govt; Tchng Asst, Resrch Asst, Ohio St Univ. PUBL: Auth of arts for var profnl jrnls.

L

Ladd, Eleanor BS, MS, EdD

Assoc Prof Rdng Clin, Templr Univ. EXPR: Clsrm Tchr, Rdng Coord, Dir of Educ Servs, Asst Supt Schls, Fla; Assoc Prof Educ, Univ Ga. PUBL: Contrbu to profnl educ jrnls.

Lakin, Donald H.

Optometrist, East Detroit Mich at time of publ, 1965.

Lamb, Pose BS, MA, PhD

Prof Educ, Purdue Univ. EXPR: Tchr Prim, Intermed Grs, Mich, Ohio; Instrctr, Asst Prof Educ, Ball St Tchrs Coll; Asst Prof, Assoc Prof, Prof Educ, Purdue Univ. PUBL: Auth of bks on educ such as The Student Tchng Process in Elem Schls in add to other bks & arts.

Lampard, Dorothy M.

Memb of Staff of Univ of Albrta, Can at time of publ, 1965.

Landsman, Theodore BA- MA, PhD

Prof Educ, Dept Couns Educ, Univ Fla. EXPR: Tchng Asst, Syracuse Univ; Instrctr, Asst Prof Psy, Univ Del; Assoc Prof Psy, Dir Couns Centr, Vandervilt Univ. PUBL: Contrbu to var profnl jrnls.

Langer, John H.

Assoc Prof Elem Educ, Ind Univ SW at time of publ, 1969.

Langman, Muriel Potter BA- MA, PhD

Prof Educ, Eastern Mich Univ & Resrch Consult Rdnng, Hawthorn Centr, Mich. EXPR: Resrch Asst, Tchrs Coll Columb Univ, Resrch Assoc, Instrctr; Assoc Prof, Eastern Mich Univ. PUBL: Auth of Percept of Symbol Orientation & Early Rdnng Suc in add to var contrbu to jrnls.

Lanning, Frank W. BA, MA, EdD

Prof Dept Elem Educ, No Ill Univ. EXPR: Tchr Grs 4-6, Tex; Tchr Lab Schl, Eastern Ill Univ; Tchr Math, McMurray Coll. PUBL: Contrbu of arts on educ.

Larrick, Nancy AB, MA, EdD

Free Lance Writer, Adjunct Prof Schl Educ, Lehigh Univ. EXPR: Tchr pub schls, Va; Asst & Educ Dir War Bond Drive, US Treasury Dept; Educ Dir, Random House Ch's Bks; Lectr Schl Educ, NYU. PUBL: Auth of Parent's Guide to Ch's Rdnng in add to other bks & arts.

Lee, Doris M. BA, MA, PhD

Prof Educ, Portland St Coll. EXPR: Elem Tchr, Calif; Instrctr Math, Air Corps Progr; Act Asst Prof, Wash St Coll; Assoc Prof, Portland St Coll; Vis Prof, Univ Alas, Stanford Univ, Mont St Coll. PUBL: Co-auth of The Ch & His Cur, other bks, ch's texts & profnl educ arts.

Leeds, James P.

Optometrist, Dir Indnpls Rdng Inst at time of publ,
1966.

Lefcourt, Ann BA, BS, MA, EdD

Asst Prof Educ, CUNY, Hunter Coll & Lehman Coll. EXPR:
Elem Tchr Pub Schls, Wisc, Ind; Vis Prof, Winona St Coll, Minn;
Asst Prof, Ball St Univ. PUBL: Co-auth of Our Lang Today,
Elem Lang Arts Series, Am Bk Com, other bks & arts for var educ
jrnls.

Lefeber, Carl A. BA, MA, PhD Engl

Prof Engl Educ, Chrmn Sec Engl Educ, Div Cur & Instrctn,
Temple Univ. EXPR: Instrctr Engl, Univ Minn; Asst Prof, Wash
Univ; Assoc Prof, Mankato St Univ; Chrmn Dept Engl, Pace Coll;
Assoc Prof Engl, Chicago Tchrs Coll; Prof Engl & Lings, North-
east Ill Univ. PUBL: Auth of Lings & Tehnq of Rdng, other bks
& arts on lings & educ.

Lerner, Janet W. BS, MEd, PhD

Assoc Prof, Lrng Disabls, Northwestern Univ. EXPR:
Tchr, Ill; Itinerant Tchr of Brain-Injured Ch; Rdng Spec, NY;
Asst Prof Educ, CUNY; Instrctr, Natnl Coll Educ; Asst Prof Spec
Educ, Northeast Ill St Coll. PUBL: Auth of Ch with Lrng
Disabls: Theories, Diagnosis & Tehn Strategies in add to
arts for Elem Engl, Rdng Tchr, and other bks.

Levine, Isidore BS, MS

Tchr of Engl, WC Bryant H Schl, LI City, NY. EXPR: WPA
Remed Rdng Tchr; Tchr Engl, Jr H level, NY; Tchr Westinghouse
Voc H Schl. PUBL: Auth of Issues & Probs in Elem Lang Arts
& other bks in add to profnl educ arts.

Levinson, Elizabeth J. BA, MA, PhD

Staff Memb Couns Centr, Bangor, Me. PUBL: Auth of
Ret Ch in Me: A Survey & Analysis & arts for profnl jrnls.

Lewis, Ann

Memb of Staff of Univ Wisc at time of publ, 1970.

Lewis, Juanita BS, MA, PhD

Prof Elem Educ Dept Elem Educ, Univ No Colo. EXPR: Tchr
on Elem & H Schl levels, Demstr Tchr; Univ Lab Schl, St Univ Ia;
Remed Rdng Clin, St Univ Ia; Resrch Asst, St Univ Ia. PUBL:
Auth of Today's Kindergarten: A Bk of Rdngs & arts for educ
jrnls.

Lichtman, Marilyn V. BA, MA, EdD

Asst Prof Schl Educ, The Cath Univ Am. EXPR: Elem Tchr; Rdnng Clin & Diagnost, Rdnng Centr, Asst Prof, Lectr Educ, Resrch Assoc; Lectr Spec Educ, Geo Wash Univ; Consult for The Rdnng Proj Wash, DC. PUBL: Auth of profnl educ arts for jrnls.

Light, Timothy

Memb of Staff of New Asia Coll, Chinese Univ, Hong Kong at time of publ, 1970.

Lindburg, Lucile BS, MA, EdD

Prof Educ, Queens Coll CUNY. EXPR: Tchr Grs K-Jr H in rural, suburban, urban NY schls; Asst, Assoc, Prof Educ, Queens Coll; Fulbright Lectr, Australia; Lectr Auckland & Vict Univs. PUBL: Auth of texts such as The Dem Clsrm & Tchng Prim Ch & arts for var educ jrnls.

Lipscomb, Edra BS, MA, EdD

Prof Educ, No Ill Univ. EXPR: Kindergarten & Elem Tchr, Ill; Tchr Lab Schl, No Ill Univ. PUBL: Auth of profnl educ arts.

Livo, Norma J. BS, MEd, EdD

Assoc Prof Educ, Univ Colo, Denver. EXPR: First Grade Tchr, Demstr Tchr Falk Lab Schl, Grad Asst; Univ Lectr, Univ Pittsburgh; Asst Prof, Univ Colo; Consult for var US govt projs. PUBL: Contrbu to var jrnls.

Lloyd, Bruce A. BS, MEd, PhD

Prof Tchr Educ, Dir Rdnng Resources Centr, Western Mich Univ. EXPR: Tchr Grs 5-6, Mich; Assoc Prof Rdnng, Wittenburg Univ. PUBL: Auth of Remed Rdnng Instrctn: Theory, Diagnosis & Techns & profnl educ arts.

Lloyd, Donald J. BA, MA, PhD

Consult on Progrmd Lrng & Lang Lrng for US AID, Thailand. EXPR: V-Pres of Resources Devlmt Corp; Ed of Progr Press, Mich; Dir of publ of progrmd Lrng mats for Am Petroleum Inst, Soc of Manufacturing Enginrs, Natural Gas Producers Assn; Assoc Prof Engl, Wayne St Univ; Instrctr, Wayne St, Oberlin Coll. PUBL: Co-auth of Am Engl in Its Cultural Setting, auth of other educ publs.

Loban, Walter BA, MA, PhD

Prof Educ, Univ Calif, Berkeley. EXPR: Tchr pub schls, Minn, Ill; Univ Prof, Northwestern Univ, Univ Minn. PUBL: Auth of profnl educ bks such as The Lang of Elem Schl Ch & arts on profnl educ.

Lockard, Joan

Memb of Staff, Univ of Wisc at time of publ, 1961.

Lofthouse, Yvonne M.

Chrmn Div Educ, Mercy Coll. EXPR: Univ Tchng, Wayne St Univ. PUBL: Contrbu to var jrnls.

London, Perry. BA, MA, PhD

Prof Psy & Psychtr, Univ So Calif. EXPR: Clin Psych't, Madigan Hosp; Assoc in Psy, Pac Lutheran Coll; Consult Thurston Co Ch Guid Assn; Consult, Wash St Dept Pub Asst; Asst Prof to Assoc Prof, Univ Ill; Assoc Prof, Prof Psy, Univ So Calif. PUBL: Auth/co-auth of approx 75 psy arts or papers pub in var jrnls.

Lott, Albert J. BS, MS, PhD

Prof Psy, Univ Rhode Is. EXPR: Instrctr, Asst Prof, Univ Ky; Vis Prof, Kyoto Univ, Japan; Assoc Prof, Prof. PUBL: Contrbu of arts on var phases of educ to profnl jrnls.

Lourenso, Susan V.

Memb of Staff, CUNY, City Coll at time of publ, 1965.

Lowry, Heath W. AA, BE, MA, EdD

Assoc Prof Educ, Univ Pac, Calif, Dir Univ Rdng Clin. EXPR: Pre-/Tchr, Tamil Inst, Madurai, India; Elem Tchr, Calif; Asst Prof, Asst Dir Rdng Clin, Act Dean, Univ Pac. PUBL: Auth of A Glossary of Terms: Rdng in add to arts, & instructnl mats for Benefic Press.

Lundsteen, Sara W. BA, MA, PhD

Assoc Prof Educ, Univ Tex. EXPR: Resrch Assoc, Lectr, Univ Calif; Tchr Grs 1-5, Tex; Asst Prof, Univ Calif, Santa Barbara. PUBL: Contrbu to profnl educ jrnls.

Lyle, J. G.

Memb of Staff of Psy Dept, Univ of Sydney, Australia at time of publ, 1970.

M

Maccoby, Eleanor E. BA, MA, PhD

Prof Dept Psy, Stanford Univ, Calif. EXPR: Stud Dir Div Progr Surveys, US Dept Agri; Stud Dir & Consult, Survey Resrch Centr, Univ Mich; Lectr Dept of Soc Rels, Harvard Univ, Resrch Assoc in Lab Hum Devlmt. PUBL: Co-auth/co-ed of Patterns of Ch-Rearing, Rdnngs in Soc Psy in add to chptrs for var bks & monogrs.

Macdonald, James B. BS Sociol, MS, PhD

Prof Cur & Instrctn Schl Educ, Univ Wisc, Milwaukee.

EXPR: Elem Tchr; Resrch Asst, Univ Wisc; Asst Prof, Univ Minn; Tchng Asst, Resident Couns, Univ Wisc; Asst Prof, Univ Tex, NYU; Assoc Prof, Dir Campus Schl, Univ Wisc, Prof. PUBL: Auth of extn no of arts & reports of resrch for profnl jrnls.

MacGinitie, Walter H. BA, AM, PhD

Prof Psy & Educ, Tchrs Coll, Columb Univ. EXPR: Tchr pub schls, Calif; Instrctr, Asst Prof, Assoc Prof, Tchrs Coll Columb Univ; Resrch Assoc, Lexington Schl for Deaf, NYC. PUBL: Auth/co-auth of tests in rdng & arts for jrnls.

Mackintosh, Helen K. AB, AM, PhD

Retired Chf Elem Educ, Off HEW. EXPR: Tchr of Elem & H Schls, Ia; Asst Prof Elem Educ, Univ Pittsburgh; Supervsr Up'r Elem Grs, Mich; Assoc Prof, Head Dept Engl, Miami Univ, Ohio; Nova Scotia (Sum) Schl, Dalhousie Univ. PUBL: Contrbu to educ bulletins, mags & jrnls.

Maginnis, George H. BA, MEd, EdD

Assoc Prof Educ & Dir Rdng Centr, Western Carolina Univ. EXPR: Tchr of paroch & priv schls, Fla; Asst Prof Educ, Asst Dir Rdng Servs Centr & Clin, Act Dir Rdng Servs Centr, Asst Dir Experienced Tchr Fellowship Progr, Univ Miss.

Malkoe, Anna M.

ERIC Clearinghouse for Lings, Centr for Applied Lings, Wash, DC at time of publ, 1971.

Mallinson, George G. AB Chem, AM Sci & Sci Educ, PhD Sci & Sci Educ

Dean Grad Schl, Western Mich Univ. EXPR: Instrctr Sci, Utica, NY; Head Sci Dept, Adm Asst, Buffalo, NY; Dir Sci Educ, Ia St Tchrs Coll; Assoc Prof Psy & Sci Educ, Prof, Act Dir Grad Div, Western Michigan Univ; Chrmn or Memb Eval & Cur Committees. PUBL: Auth of arts for profnl jrnls.

Malmquist, Eve

Educ, Resrch, Linköping Sweden. PUBL: Extn resrch publs such as "Rdng Disabls in the First Grade of Elem Schl," & "Ch's Knowl & Readiness for Beginning Schl."

Manning, John BA, EdM, EdD

Prof Rdng Instrctn, Grad Schl, Univ Minn. EXPR: Consult for Natnl Agencies, St Depts Educ, Maj Schl Sys; Vis Prof & Lectr, Univs of Tex, Pittsburgh, Utah, Calif. PUBL: Auth of many texts, chptrs for bks, arts & monogrs.

Many, Wesley A.

Dir Cur & Resrch, Univ Schl No Ill Univ at time of publ, 1965.

Marchbanks, Gabriella

Memb of Staff, Cornell Univ at time of publ, 1965.

Marita Sister M.

Asst Prof Educ, Marquette Univ at time of publ, 1966.

Marquardt, William F. BA, MA, PhD

Prof Engl Ling, Fort Hays Kans St Coll. EXPR: Instrctr Engl, Ill Inst of Technology; Instrctr Engl, Northwestern Univ, Univ Wisc; Vis Prof Engl, Miigata Univ, Japan; Supervsr Engl for For Studs, Univ Wash; Fulbright Lectr, Engl as Second Lang, Cartagena Univ, Colombia; Coord of Progrs, NYU. PUBL: Auth of extn no of revs, translations, arts & ed of Conf Procdngs.

Marshall, Hermine H. BA, MS, PhD

Lectr, Dept Educ, Univ Calif, Berkeley. EMPR: Tchr, NY; Instrctr Educ Extn, Tchng Fel Educ, Univ Calif, Berkeley; Lect, San Fran St Coll; Asst Prof, Dept Tchr Educ, Calif St Coll. PUBL: Contrbu of arts on ch psy & schl lrng.

Martin, Dorothy L.

Memb of staff, Knickerbocker Schl, Chicago Pub Schls at time of publ, 1958.

Mason, George E. BS, MS, PhD

Prof Rdng Coll Educ, Univ Ga. EXPR: Elem Tchr, Pub Schl Rdng Spec; Tchng Asst, Syracuse Univ; Asst Prof, Assoc Prof, Dept Head Elem Educ, Fla St Univ; Assoc Prof & resrch Assoc, Univ Ga. PUBL: Contribu of Test Items, Natnl Tchrs Exam; Auth for Allyn & Bacon Publs & of res arts & monogrs; Co-auth of H Intrst-Low Vocab bks for sec students.

Massey, William J. BA, MEd, EdD

Headmaster, Homewood Schl, Dir Rdng Clin, Homewood Schl, Md. EXPR: Elem, H Schl Tchr, Asst Princpl, La; Instrctr, TH Harris Trade Schl, Opelousas, La; Princpl Elem-H Schl, H Schl, La; Asst Instrctr Univ Mo Lab Schl; Rdng Consult, La Polytechnic Inst, Assoc Prof, Princpl; Assoc Prof, Univ Me; Assoc Dir Betts Rdng Clin, Pa; Asst Prof Educ, Dir Rdng Clin, Univ Md. PUBL: Auth of Helping H Schl Students Rd Better & arts for jrnls.

Maw, Wallace H. AB, EdM, EdD

Prof, Schl Educ, Univ Del. EXPR: Clsrm Tchr Grs 5-8, Ohio; Lectr, Coll Level, Ohio; Prof, Pa. PUBL: Contrbu to var profnl jrnls.

May, Frank B. BA, MA, PhD

Assoc Prof Elem Educ, Wash St. Univ. EXPR: Elem Tchr Grs 3-8, Dayton, Chicago, NY; Instrctr Elem Educ, Univ Wisc, Resrch Asst; Asst Prof, Wash St. Univ, Univ Wisc. PUBL: Auth of Tchnq Lang as Communc to Ch; Co-auth of other bks & arts.

McAda, Harleen W. BS Chem, MEd, PhD Sci Educ

Asst Prof Educ (Sci Educ) Grad Schl Educ, Univ Calif, Santa Barbara. EXPR: Tchr of Jr & Sr H Schls, Tex; Tchnq Assoc, Sci Educ Centr Univ Tex; Asst Prof, Univ Calif, Santa Barbara. PUBL: Contrbu to The Sci Tchr, Jrnl Educ & Psy Msmt, Jrnl Sec Educ; Co-auth of Investigating the Physical World.

McAnarney, Harry BS, MS, EdD

Assoc Prof Educ Kans St Univ. EXPR: Tchr, Supt Schls, Elem Schl Princpl, Kans; Grad Asst, Univ Kans; Instrctr, Asst Prof Educ, Kans St Univ; Sci Consult, Newton Cooper Cur Stud. PUBL: Auth of many arts on Sci Educ for profnl jrnls.

McAninch, R. Myrene BA Engl, BA Psy, MEd, EdD

Exec Dir of Highline-W Seattle Mentl Heal Centr, Wash. EXPR: Asst Tchr presch & emot distrb ch, Wash; Tchr brain-injured ch, Wash; Instrctr, Resrch Asst Spec Educ, Univ Wash; Staff Psy, Clin Psy, Wash. PUBL: Auth of arts on percept & brain-injured ch.

McCandless, Boyd R. AB, MA, PhD

Prof Psy & Educ, Dir Educ Psy, Emory Univ. EXPR: Mentl Hyg, Wayne Co Trng Schl, Mich; Asst, Assoc Prof Psy, San Fran St Coll; Assoc Prof Psy, Ohio St Univ; Prof & Dir, Ia Ch Welfare Resrch Station; Prof, Chrmm Psy Dept, Univ of Punjab, Ind Univ, Lahore, West Pakistan; Prof, Ind Univ, Dir Univ Clin Complex. PUBL: Co-auth, auth of approx 77 reports of resrch for profnl jrnls.

McCracken, Robert A. BA, MA, PhD

Prof, Coord Elem Educ, Dir Rdng Centr, Western Wash St Coll. EXPR: Tchnq Fel, Syracuse Univ; Rdng Tchr, NY; Rdng Consult, NJ Pub Schls; Asst Prof, Head Rdng Lab, Ball St Univ; Rdng Consult, NY. PUBL: Auth of num reports of resrch, arts for jrnls; Co-auth of Grs 7-8 Basal Readers, Sheldon Series.

McCullough, Constance M. AB, MS, PhD

Prof Educ, San Fran St Coll. EXPR: Tchr Pub Schls; Resrch Instrctr, Univ Minn; Ed, Coop Test Serv; Asst Prof Engl, Hiram Coll Educ, Western Reserve Univ; San Fran St Coll, Assoc Prof; Vis Expert Elem Educ, Tokyo. PUBL: Textbk Consult, Tchrs Coll Cöumb Univ Team in India; Auth of num textbks & arts.

McDavid, Raven I.

Prof Dept Engl, Univ Chicago at time of publ, 1964.

McDonald, Arthur S. BA, MA, PhD

Dir Pupil Personl Serv Dept Educ, Prov Nova Scotia.

EXPR: Guid Couns, NY; Chf Guid Serv, Marine Corps Instrctr;
Dir Guid H Schl, Md; Remed Rdng Spec, Cornell Univ; Dir Rdng
Serv & Prof Educ, Marquette Univ. PUBL: Contrbu of num wks
on remed rdng, rdng, educ couns.

McDonald, Dorothy P.

Clin Psy, Bethesda Hosp, Denver, Colo at time of
publ, 1963.

McGinnes, Dorothy J. BS, MA, PhD

Prof Tchr Educ Dept, Western Mich Univ. EXPR: Univ

Level Tchng, Assoc Dir Psycho-Educ Clin, Dir Rdng Centr & Clin,
Midwestern Univs. PUBL: Co-auth of seven texts on rdng &
auth of num arts for profnl jrnls.

McGuigan, F. J. BA, MA, PhD

Prof Psy, Hollins Coll. EXPR: Consumer Resrch, Okla

Publ Com; Instrctr, Pepperdine Coll, Univ of Nev; Resrch Assoc,
Psy Corp; Resrch Sci, Sr Sci, Act Dir Hum Resources Resrch Off,
Geo Wash Univ; Lectr, Univ Louisville; Chrmn, Dept Psy, Hollins
Coll. PUBL: Auth of sev texts, revs, & arts on hum beh.

McKillop, Anne S. BA, BEd, MA, PhD

Prof Psy & Educ, Head Rdng Centr, Tchrs Coll. Columb

Univ. EXPR: Tchr, H Schls, Sask; Instrctr, Asst, Assoc Prof
Psy & Educ, Tchrs Coll, Columb Univ. PUBL: Auth of contribu
to profnl jrnls.

McNinch, George H. B.S., MEd, EdD

Assoc Prof Cur & Instrctn, Dir Rdng Centr, Univ So Miss.

EXPR: H Schl Soc Stus Tchr, Miss; Experienced Tchr Fellowship
Progr in Rdng, Univ Miss; Grad Tchr Asstshp, Univ Ga; Asst Prof,
Univ So Miss. PUBL: Asst Ed So Jnl Educ Resrch; Auth of arts
for profnl jrnls.

McSwain, Eldridge R. BA, MA, EdD

Vis Prof Schl Educ UNC, Greensboro. EXPR: Prof Educ,

Northwestern Univ; Dean, Univ Coll Evening Div, Northwestern
Dean Schl Educ, Prof Educ. PUBL: Auth of many chptrs for
yrbks, of textbk series & other bks.

Medinnus, Gene R. BA, MS, PhD

Prof Psy, San Jose St Coll. EXPR: Resrch Fel; Vis

Assoc Prof, Univ Denver; Asst Prof, Assoc Prof, Prof, San Jose
St Coll. PUBL: Auth of arts on soc process & parent-ch rels.

Meehan, Mary C. BS, AM, EdD

Suprvsr Dept Resrch & Devlmt, Mo. EXPR: Elem Tchr Grs 4-7; Sec Tchr, Act Head Dept Soc Stud, Lab Schl, Univ Mo; Instrctr, Univs of Mo, Mankato St Coll, Univ Mo, Kans City, Avila Coll; Elem Schl Princpl, Kans; Trng Consult Schl Beh Proj, Mo. PUBL: Ed & Co-auth of A Tchr Trng Progr in Clsrm Mentl Heal & arts for profnl jrnls.

Menyuk, Paula BS, DED

Psycholinguist on Resrch Staff, MIT. EXPR: H Schl Engl & Spch Tchr, NYC; Spch Therapist, Mass Gen Hosp; NIMH Predoct Fel, Postdoct Fel. PUBL: Auth of Sentences Ch Use, The Acquisition & Devlmt of Lang in add to arts on profnl educ.

Michael, William B. AA, AB, MS, MAPsy, PhD Psy

Chrmn Dept Educ Psy, Prof Educ & Psy, Univ So Calif. EXPR: Lectr, Enginr Math, Cal Tech, Univ So Calif; Resrch Assoc, ETS; Asst Prof Psy, Princeton; Assoc Prof, San Jose St Coll; Resrch Assoc, Rand Corp; Dir Test Bur, Assoc Prof Psy & Educ, Univ So Calif. PUBL: Auth, Co-auth, ed of more than 300 publs incl bks, chptrs, arts, & rev in resrch jrnls.

Milgram, Norman AB, BJ, PhD Clin Psy

Prof Educ Psy, Temple Univ. EXPR: Clin Psy, Nebr Psychtr Inst; Asst Prof of Clin Psy, Cath Univ Am; Assoc Prof, Temple Univ. PUBL: Auth of arts & monogrs on lrng for var psy jrnls.

Miller, Harry B. BS, MEd, EdD

Chrmn, Dept Elem Educ, Memphis St Univ. EXPR: Tchr pub schls; Elem princpl; Rdng Tchr, Univ Pittsburgh-Rdng Lab; Grad Student Asst, Univ Pittsburgh; Prof Educ, Calif St Coll; Rdng Consult to var schl dists. PUBL: Auth of arts for IRA & other jrnls.

Miller, Wilma BS, MEd

Prof Educ, Ill St Univ. EXPR: Elem Tchr Prim Grs, Ill, Ariz, Coll-Level tchng, Wisc St Univ. PUBL: Auth of The First R: Elem Rdng Today in add to other bks & over 40 arts for profnl jrnls.

Milligan, Jerry L.

Memb of Staff, Wash St Univ at time of publ, 1969.

Mills, Robert E. BEd, MS, EdD

Dir & Certified Psy, The Mills Schl, Fla. EXPR: Clsrm Rchr; Dir Rdng Clin & Ch Devlmt Div of Byron Harless Assocs; Psy, Fla Centr of Clin Servs, Univ Fla; Pub Schl Psy. PUBL: Auth of The Art of Studying, The Lrng Methds Test & other publs on profnl educ.

Mingoia, Edwin M. BA, MEd

Dist Rdng Consult for Elk Grove Unif Schls, Calif.

EXPR: Natnl Educ Assn Overseas Tchr Corps; Eritrea Ministries Educ, Consult & Tchr Ch Devlmt, Cur in Ethiopia. PUBL: Auth of more than 17 arts for profnl jrnls.

Mitchell, Addie S. AB Engl, PhD

Dir Morehouse Coll Rdng Progrm, Prof Educ, Atlanta Univ (Part Time). EXPR: Lectr & Rdng Consult for Var Sch Sys. PUBL: Contrbu of profnl educ arts to var jrnls.

Mitchell, James V., Jr.

Member of Staff at Univ of Tex at time of publ, 1961.

Monroe, Marion AB, MA, PhD

Ch Psy & Renowned Auth. EXPR: Resrch Psy, Mobile Mentl Hyg Clin, Psychopathic Hosp, Ia; Resrch Psy, Inst Juvenile Resrch, Chicago; Chf Psy, Ch Guid Centr, Pittsburgh Pub Schls; Dir Educ Clin, Pittsburgh Pub Schls; Consult Remed Rdng, San Diego Pub Schls, Calif; Dir Rdng Clin, Univ So Calif. PUBL: Auth of Ch Who Cannot Rd, Monroe Rdng Aptitude Tests, many other bks on tchnng rdng, ch's rdng text series & rdng instructnl aids.

Moore, Walter J.

Prof Educ at Univ Ill at time of publ, 1964.

Morehead, Donald M. BA Biol, Spch, MA Sci, PhD Psy

Assoc Prof Ch Devlmt, Calif St Coll, Resrch Consult Inst for Chhd Aphasia, Stanford Univ Schl Med. EXPR: Psychom, Letterman Gen Hosp; Resrch & Tchnng Asstshps, Ohio St Univ; Dir Resrch Inst for Chhd Aphasia, Stanford Univ Schl Med. PUBL: Ed of Papers & Reports on Ch Lang Devlmt, Vols I, II in add to reports of resrch in Ch Devlmt & Jrnl of Spch & Hearing Resrch.

Morgan, Barbara

Memb of Staff at Ohio Univ at time of publ, 1971.

Morgenstern, Anne PhD

Assoc Prof Dept Elem Educ, Hofstra Univ. PUBL: Auth of Gr in the Elem Schl in add to profnl educ arts.

Morrison, Ida E

Member of Staff Sacramento St Coll at time of publ, 1962.

Morrisroe, Michael

Asst Prof Engl, Univ Ill, Chicago Circle at time of publ, 1972.

Mortenson, W. Paul BS, MS, PhD

Asst Prof Elem Educ, Ia St Univ. EXPR: Tchr Grs 5-6, Wisc; Grad Asst/Suprvsr Dept Cur Instrctn, Univ Wisc, Madison; Asst Prof Div Educ Studs, Emory Univ; Resrch in Devlmtl Rdnng & Disadv Ch. PUBL: Auth of Selected PreReading Tests & contrbus to The Rdnng Tchr.

Moughamian, Henry

Memb of Staff of Chicago Pub Schls, Ill at time of publ, 1965.

Mour, Stanley I. AA, AM, PhD

Prof Educ, Chrmn Early & Mid Chhd Educ, Dir Lrng Imprvmt Centr, Univ Louisville, Ky. EXPR: Clsrm Tchr, Calif; Staff Assoc, Univ Chicago Rdnng Clin; Rdnng Consult, Ill; Asst Prof, Dir Rdnng Clin, Univ Vt. PUBL: Auth of arts for Annual Rdnng Conf, Univ of Chicago, monogrs, & other jrnls.

Mower, Morris L. BS, MS, EdM

Asst Prof Educ, Utah St Univ. EXPR: Tchr of Grs 5, 7, Utah; Supervsr Elem Schl, Colo; Instrctr Rdnng, Colo St Coll. PUBL: Contrbu to var profnl jrnls.

Mozzi, Lucille M.

Asst Prof Rdnng, Univ Chicago. PUBL: Auth of arts for var profnl jrnls.

Muehl, Siegman MA, PhD

Prof, Univ Ia, Educ Dept. EXPR: Elem Tchr Grs 5-6; Coll-level Tchng, St Tchrs Coll, NY. PUBL: Contrbu of profnl educ arts to var jrnls.

Mumbauer, Corinne.

Memb of Staff, Geo Peabody Coll for Tchrs at time of publ, 1970.

Murphy, Helen A. BS, AM, EdD

Prof Emeritus, Boston Univ. EXPR: Tchr Grs K-9, Mass Pub Schls; Prof, Rhode Is Coll Educ; Dir Rdnng Clin, Rdnng Seminar, Prof Rdnng-Grad, Undergrad. PUBL: Co-auth of test Murphy-Durrell Rdnng Readiness Analysis; instrctnl aids for tchnng rdnng & auth of prof educ arts.

Myers, Kent E. BSc, MEd, PhD

Prof Educ, Coord Inst Studs, So Utah St Coll. EXPR: Tchr Gr 5, H Schl Engl & Spch; Instrctr, Asst Prof Engl, Coll of So Utah; Resrch Asst, Univ Utah; Assoc Prof Engl & Educ, Dir Tchr Educ Adm, Coll of So Utah, Dean Schl Educ. PUBL: Auth/co-auth of reports of resrch & arts for jrnls.

N

Natches, Gladys PhD

Prof Educ Grad Schl, City Coll, CUNY. PUBL: Auth of Personlty Patterns & Oral Rdng, Rdng Disabils: Diagnosis & Treatment, in add to other publs.

Nemeth, Joseph S. BEd, MED, EdD

Prof Educ, Dir Rdng Centr, Bowling Green St Univ.
EXPR: Tchr Jr H Sci, Math, Devlmtl Rdng Tchr, Pa; Resrch Assoc, Intern Instructr, Grad Asst, Univ Pittsburgh; Assoc Prof Educ; Asst Dir Rdng Clin, Edinboro St. Coll; Field Dir, New Castle Rdng Exprm. PUBL: Auth of extn no of arts on rdng & bk An Attempt to Secure Add Evidence Conc Factors Affecting Lrng to Rd.

Neville, Donald. BS, Med, EdD

Prof Educ & Psy, Assoc Dir & Sci, Inst Resrch Mentl Ret & Intelctl Devlmt, Geo Peabody Coll for Tchrs. EXPR: Pub Schl Tchng of Elem & Jr H Grs, Rdng Resource Tchr, Ohio; Supervsr Remed Educ, Fla; Rdng Clin, Univ Fla; Assoc Dir Ch Stud Centr, Asst, Assoc Prof, Geo Peabody Coll. PUBL: Contrbu of arts on profnl educ for var jrnls.

Neville, George

Dir Ch Stud Centr, Assoc Prof Psy & Educ, Geo Peabody Coll for Tchrs at time of publ, 1965.

Neville, Mary

Engaged in Educ-Psy Resrch at time of publ, 1968.

Newbury, Dorothy J. AB, MA, PhD

Prof Educ, Cornell Univ. EXPR: Tchr Soc Stus Chicago Pub Schls; Assoc Prof Educ, Ellendale Tchrs Coll. PUBL: Auth of var profnl educ publs.

Newman, Harold BA, EdD

Prof Rdng & Lang Arts, Jersey City St Coll. EXPR: Tchr Sec Engl, Soc Sci, Rdng; Dir NYC Bd Educ Job Couns Centr's Rdng Component; Supervsr Progrs for Culturally Disadv, NY. PUBL: Auth of Rdng Disabils: Identification & Treatment & other bks & arts for profnl jrnls.

Newman, Robert E. Jr. BA, EdD

Assoc Prof Elem Educ & Dir Mid-Career Tchr Educ Stud, Syracuse Univ. EXPR: Supervsr Student Tchrs, Stanford Univ; Asst Prof Educ, San Jose St Coll; Asst Prof Educ Grad Sch & Princpl Lab Schl, Univ Chicago: PUBL: Auth of The Lang Arts of Indiv Inquiry in add to arts for Sat Rev & Procdngs of Univ Chicago Rdng Conf.

Newton, Eunice S.

Assoc Prof Educ, Howard Univ at time of publ, 1963.

Niles, Olive S. BA, MA, DEd

Consult Rdng, Conn St Dept Educ, Lectr Rdng, Am Internatnl Coll. EXPR: Tchr of Rural Schls, Vt; Sec Engl Tchr, Mass; Tchr of Coll Engl & Educ, Centrl Conn St Coll, Boston Univ; Dir Cur, Mass; Dir Rdng Pub Schls, Mass. PUBL: Rdng Dir for Am Rds & Galaxy Progrs, Scott Foresman & Co; Co-auth of Adjusting to Indiv Dif in Engl & auth of many arts on educ.

Nurss, Joanne R. BA, MA, PhD

Chrmn, Dept Early Chhd Educ, Ga St. Univ. EXPR: Tchr Prim Grs, Denver Pub Schls; Asst Prof Psy & Educ, Emory Univ. PUBL: Auth of profnl educ arts for var jrnls.

O

Oakum, Robert

Memb of Staff at Clark Univ at time of publ, 1971.

Odum, Richard D. BA, MA, PhD

Assoc Prof Ch Psy, Vanderbilt Univ. EXPR: US Army Reserve Asst; Resrch Assoc & Instrctr, Univ of Minn; Asst Prof, Vandervilt Univ. PUBL: Contrbu of arts to var educ jrnls.

O'Donnell, Roy C. BS, MEd, PhD

Prof Engl Educ, Fla St Univ. EXPR: Tchr H Schl Eng, Ala; Engl Instrctr, Freewill Baptist Coll, Tenn; Grad Instrctr Engl, Geo Peabody Coll, Scaritt Coll; Asst Prof Engl, Western Ky Univ; Chrmn Engl Dept, Academic Dean, Mt Olive Coll, NC; Resrch Assoc, Geo Peabody Coll; Asst Prof Engl Educ, UNC-Greensboro; Assoc Prof Engl Educ, Fla St Univ. PUBL: Auth/co-auth of resrch monogrs & reports in add to profnl educ arts.

Ogletree, Earl J. BEd, MA, EdD

Asst Prof Educ, Chicago St Coll, Dir & Founder, Esperanza Schl for Ret Ch, Ill. EXPR: Tchr Grs 1-8, Industr Arts, Math Grs 8-10. PUBL: Auth of arts on var phases of educ.

Olander, Herbert T.

Memb of Staff, Univ Pittsburgh at time of publ, 1971.

O'Leary, Helen F.

Assoc Prof Educ & Co-Dir of Rdng Clin, Univ of Mass at time of publ, 1963.

Oliver, Marvin E. BS, BEd, PhD

Assoc Prof Educ, Rdng Spec, E Wash St Coll; EXPR: Tchr Remed Rdng, Adults, McChord AFB; After-Schl Rdng Tutor; Tchr Grs 4, 6, Rdng Spec, Wash Pub Schls; Grad Asst, Syracuse Univ; Coord, Twelfth Annual Rdng Conf, Syracuse Univ. PUBL: Ed of bk of rdngs Strategies for Guid Rdng Imprvm & auth of arts for var jrnls.

Olson, David R. BEd, MEd, PhD

Assoc Prof Applied Psy, Ont Inst of Studs in Educ, Can. EXPR: Asst Prof, Educ Psy, Dalhousie Univ; Resrch Fel Ch Devlmt Centr for Cogntv Studs, Harvard Univ. PUBL: Auth of Cogntv Devlmt: The Ch's Acq of Diagonality, chptrs for var bks & many arts on educ.

Orpet, Russel E. BA, MS, MEd, EdD

Prof Educ Psy, Calif St Coll, Resrch Consult, Marianne Frostig Centr of Educ Therapy. EXPR: Elem Tchr, Schl Couns, Calif; Couns, Vet Guidance Centr, Univ So Calif; Asst Prof Educ Psy, Calif St Coll. PUBL: Co-auth Prim Abils at Mentl Age-6, monogrs of Soc for Resrch in Ch Devlmt, arts for other monogrs & profnl jrnls.

Ort, Lorrene L. BM, MA, PhD

Prof Educ, Grad Div, Bowling Green St Univ. EXPR: Tchr of all levels pub schl, Supervsr, Ohio; Dir Tchng, The Feleti Mem Tchr Trng Schl, Pago Pago, Am Samoa; Rel Arts Coord, Ohio St Univ Lab Schl; Instrctr, Coll Educ, Ohio St Univ; Prof Educ, Dir Student Tchng, Bowling Green St Univ. PUBL: Co-auth of My Wd Bk (Spell Series) Lyons & Carnahan; Auth of num arts for jrnls.

Osser, Harry BA, PhD

Assoc Prof Psy, San Fran St Coll. EXPR: Asst Prof, York Univ; Asst Prof Med Psy, Johns Hopkins Univ; Vis Assoc Prof, Univ Calif, Berkeley; Assoc Prof San Fran St Coll. PUBL: Contribu of arts on lang devlmt, cogntv devlmt, & psycholinguistics.

Otto, Wayne BS, MS, PhD

Prof Dept Cur & Instrctn, Prim Invstgtr, Wisc Resrch & Devlmt Centr for Cogn Lrng. EXPR: Tchr Engl, Schl Libr; Asst Prof, Univ of Ore & Extn; Assoc Prof, Univ Ga. PUBL: Exec Ed of Jrnl of Educ Resrch (to present); Co-auth of six texts on rdng; Auth of extn publs for profnl jrnls, chptrs in yrbks, monogrs, bk revs; Developer of Educ Films & Tests.

Overton, Willis F.

Asst Prof Psy, SUNY, Buffalo. Tchng Fel, Boston Univ; US Pub Heal Serv Resrch Fel, Clark Univ; Clin Trnee, Worcester

St Hosp, Mass; Lectr, Dir Devlmtl Trng Progr, SUNY. PUBL:
Auth of arts on cogniv devlmt for var jrnls.

Owrid, H. L.

Memb of Staff of Dept of Audiology & Educ of Deaf, Univ
of Manchester at time of publ, 1970.

P

Packer, Athol L.

Asst Prof Educ, Univ Fla at time of publ, 1970.

Painter, Helen W. AB, AM, EdD

Prof Elem Educ, Kent St Univ. EXPR: Psy Univ Schl,
Ind Univ; Instrctr Educ Psy, Shurtleff Coll; Prof Educ, Univ
Akron; Dir, NDEA Inst in Engl, Kent St; Consult in Engl, Hawaii
St Dept Educ. PUBL: Co-auth of Mastering Your Lang, Grs 7, 8
Lyons & Carnahan; Auth of Poetry & Ch, IRA & arts on educ.

Palardy, J. Michael BS, MA, PhD

Asst Prof, Coll Educ, Univ Ga. EXPR: Sec Tchr Engl,
Latin, Elem Tchr, Princpl; Tchng Assoc, Ohio St Univ; Instrctr,
Wittenberg Univ; Reviewer of Coll Textbks Elem Educ, Macmillan
Co; Consult to Coll Tchr Corps Progrs & Eval of Headstart.
PUBL: Ed of Elem Schl Cur: An Anthology of Trends & Challenges
& arts for profnl jrnls.

Pallister, R.

Memb of Staff of Neville's Cross Coll, Durham at time
of publ, 1970.

Parke, Margaret B. BA, MA, EdD

Prof Educ, Brooklyn Coll. EXPR: Tchr Pub Schls, NY,
Pa; Tchr, Guid Dir, Researcher, NY: Resrch Assoc, Bur Cur Resrch,
NYC Pub Schls; Assoc Prof, Brooklyn Coll; Fulbright Lectr on Cur,
Univ Sydney, Australia, Taiwan, Phillipines. PUBL: Auth of
Pict Dicts, Wrkbks on Writ, Ch's readers for Grosset & Dunlap,
chptrs for bks, publs for Bd Educ, NYC, Script writer for movies
& auth of num arts.

Parker, Don(ald) H. BA, MA, EdD

Auth, Multi-level Cur Consult. Inst for Multilevel Lrng
Internatnl, Big Sur, Calif. EXPR: Ch's Home Soc, Bradford
Co Schls; Univ Tchng at UNC, Charlotte Coll, Charlotte City
Schls, Columb Univ; Univ Bridgeport; Dir Inst for Multilevel
Lrng Internatnl. PUBL: Auth of Schl for Indiv Excellence, SRA
Rdng Labs Grs 4-12; Co-auth, SRA Rdng Labs Grs 1-3, SRA Spell
Labs Grs 4-7, Sci Labs Grs 4-6 in add to arts for var jrnls.

Parsley, Kenneth M., Jr. AB, MA, PhD

Educ Prof Off, USOE, Wash, DC. EXPR: Industr Psych't, Warner & Swasey Co; Psych't, Willoughby-Eastlake Bd Educ; Asst Prof, Univ Ala. PUBL: Auth of arts on educ resrch, plan & adm.

Pearson, Carol

VA Staff, Wash, DC at time of publ, 1969.

Peck, Robert F. B Sci, M Sci, PhD

C-dir, Resrch & Devlmt Centr for Tchr Educ, Univ Tex. EXPR: Spec Consult, Exec Assn Soc Resrch, Inc, Chicago; Instrctr to Resrch Assoc, Committee on Hum Devlmt, Univ Chicago; V-Pres & Resrch Dir, Worthington Assocs, Inc., Chicago; Assoc Prof, Prof Educ Psy, Univ Tex. PUBL: Auth of Creating Climates for Growth in add to other bks, arts, chptrs for var bks & monogrs.

Pederson, Frank A. AB, MA, PhD

Resrch Psych't, Natnl Inst Heal, US Pub Heal Serv. EXPR: Tchng Asst, Ohio St Univ; Clin Psy intern, Conn St Hosp; Staff Psych't, Chf Psych't Ch Psychtr Serv, Walter Reed Gen Hosp; Psych't NIMH. PUBL: Auth of var publs on cogntv devlmt & early devlmt.

Perkins, Hugh V. AB Schl Mus, MA, PhD, EdD

Prof Educ, Inst Ch Stud Coll Educ, Univ Md. EXPR: Jr-Sr H Schl Tchr Engl, Band; Sr H Tchr Hist, Engl in Ohio; Asst, Assoc, Prof Educ, Univ Md. PUBL: Auth of Hum Devlmt & Lrng in add to arts for profnl jrnls.

Petty, Walter T. BS, AB, BS, MS, PhD

Prof Dept Elem & Remed Educ, Dir Tri Univ Proj SUNY, Buffalo. EXPR: Tchng Princpl, Ia, Mo; Tchr of Math; Prof Educ, Head Dept Elem Educ, Sacramento St Coll; Co Supt Schls, Ia. PUBL: Auth of many bks on rdng & lang arts in add to ch's textbks in spell; Auth/co-auth of arts for var jrnls.

Pfau, Donald W.

Asst Prof Educ, Univ Md at time of publ, 1967.

(Ives) Piekarz, Josephine A. BS, EdM, PhD

Prof Educ Psy, Dept Educ Psy, NYU. EXPR: Tchr, Hartford, Conn; Rdng Supervsr, Conn Pub Schls; Instrctr Educ & Asst Dir Rdng Clin, Univ Chicago; Assoc Prof Educ, Dir Rdng Clin, USC; Vis Prof, Cornell Univ. PUBL: Auth of educ arts on rdng & educ psy.

Plessas, Gus P. BS, EdD, Ma

Prof Tchr Educ & Chrmn Dept, Sacramento St Coll. EXPR: Elem Tchr, Calif; Resrch Assoc, Univ Chicago; Fulbright Scholar, Ministry Educ, Malaysia; Dir Sacramento Rdnng Centr, Calif. PUBL: Co-auth The Rdnng Series (filmstrips) & of You Can Spell (textbk series) for Allyn & Bacon; Contrbu to Elem Schl Jrnl, IRA, Univ Chicago monogrs & other publs.

Polley, Robert C. BA, MA, PhD

Prof Emeritus Engl, Univ Wisc, Madison. EXPR: Chrmn, Univ Wisc Integrated Libr Studs Progr; Asst, Assoc, Prof Engl, Univ Wisc. PUBL: Collaborator in production of Encyclop of Educ Resrch; Auth of many textbks for H Schl Students & sev vols for educ oftchrs among which are Tchnq Lit & Tchnq Engl Usage in add to arts for var profnl jrnl.

Popp, Helen M. AB, EdM, EdD

Assoc Prof Educ, Harvard Grad Schl Educ, Harvard Univ. EXPR: Ch's Libr, Boston Pub Libr; Tchr Kindergarten, Gr 1, Mass; Resrch Asst Psy Dept, Resrch Educ Harvard Univ; Consult, Commsnr Task Force on Poverty, USOE; Resrch Assoc Educ, Harvard Grad Schl Educ. PUBL: Auth of Right to Rd: A New Eng Resource Guide, Wd Wrkrs, Inc: A 21 Inch Clsrm in add to arts for profnl jrnl.

Powell, Marvin. AB, MS, PhD Devlmtl Psy

Prof Educ Psy, No Ill Univ. EXPR: Asst Instrtcr Ch Psy, Syracuse Univ; Asst Prof Educ Psy, Western Reserve Univ, Act Dir Voc Couns Centr; Coord Psy Servs, Willoughby-Eastlake Bd Educ; Chrmn Coord Committee, H Douglas Singer Mentl Heal Centr. PUBL: Auth/co-auth of many bks incl The Psy of Adolescence, Introduction to Educ Psy in add to arts for profnl jrnl & monogrs.

Pratt, Lloyd E. BS, MA, PhD

Dean, Dir Peabody Demstr Schls, Geo Peabody Coll for Tchrs. EXPR: Tchr Grade 5 & H Schl, Princpl, Ia; Grad Asst, St Univ Ia; Asst Prof, Assoc Prof, Prof Educ, So Meth Univ; Chrmn, Dept Educ, Dir Grad Resrch Trng Progr, So Meth Univ. PUBL: Auth of Tchr's Guide for Engl Lang Arts Progr, other bks & arts.

Pufall, Peter B. BA, MA, PhD

Asst Prof Psy, Smith Coll. EXPR: NIMH Predoctoral Fel, Postdoctoral Fel, Univ Minn Centr for Resrch in Hum Lrng; Lab Asst Stat, The Cath Univ Am; Lectr Psy, Trinity Coll; Lectr, Univ Minn. PUBL: Co-auth of many reports of resrch on ch lrng for jrnl such as Ch Devlmt, Jrnl of Spch & Hearing Resrch, Percept & Psychophysics, Cogntv Psy & Develmtl Psy.

Pumfrey, P. D.
Loc of auth not given.

Putnam, Lillian R. BS, MA, EdD
Prof Educ, Dir Rdng Clin, Chrmm Newark St Coll Annual
Rdng Conf, Newark St Coll: EXPR: Tchr, Elem, Jr H Guid & Soc
Stus, Mass; Rdng Spec, Marblehead Rdng Centr, Priv Clin Pract,
Mass. PUBL: Auth of arts for IRA & var educ jrnls.

Putt, Robert C.
Memb of Staff, SUNY Coll, Fredonia at time of publ,
1965.

Q

Quaintance, Brother William J. BA, MA, MED, EdD
Tchr La Salle H Schl, Phila. EXPR: Remed Rchr Paroch
Schls, Pa; Dir Rdng Devlmt La Salle Coll. PUBL: Auth of arts
for Rdng Tchr, Jrnl Rdng, La Salle Catechist & Revised Cath
Encyclop.

Quay, Lorene C. AB, MA, PhD
Vis Assoc Prof, Temple Univ. EXPR: Asst Prof, Geo
Peabody Coll; Schl Psych't, Niles Spec Educ Distr; Asst Prof,
Univ Ill. PUBL: Auth of var arts on lrng & eval.

R

Radin, Norman
Member of Staff, Univ Mich at time of publ, 1971.

Ramsey, Wallace Z. BS, MS, EdD
Prof & Chrmm Elem Educ, Univ Mo. EXPR: Tchr Elem Grs,
H Schl Engl, Supervsr Elem Educ, Mo; Instrctr Educ, Ill St Univ;
Consult, Rdng & Lang Wrkshps, Colo St Coll (Sum); Dir Rdng Clin,
Purdue Univ, Asst Prof Educ; Prof Educ, Dir Grad Rdng Studs; Dir
NDEA Rdng Inst, Univ Ky. PUBL: Auth of extn no of arts for
IRA & var Profnl jrnls.

Raph, Jane B. BS Spch Pathol, Therapy, MA, EdD Spec Educ
Prof Grad Schl Educ Dept Educ Psy, Rutgers Univ. EXPR:
Elem Tchr, Ohio, Mich; Instrctr Spch, Dir Clin Servs, Univ Mich,
Dept Dram Arts & Spch, Ohio Univ; Asst Prof Spch, Supervsr of
Profnl Trng of Spch, Univ Ala; Instrctr Psy Found, Resrch Assoc
Horace Mann Lincoln Inst of Schl Exprm, Tchrs Coll, Columb Univ;

Asst Prof, Assoc Prof, Prof Rutgers Univ. PUBL: Auth/co-auth of bks, revs, chptrs for bks & arts for profnl jrnls.

Rapier, Jacqueline L. AB, MA, PhD
Memb of Staff, Univ Calif, Berkeley. EXPR: Elem Tchr, San Fran, NY; Psych't, Contra Costa Co Dept Educ; Guid Consult, Palo Alto Unif Schl Dist. PUBL: Contrbu to profnl educ jrnls.

Rapparlie, Evalyn B. BS, MEd, EdD
Prof Soc Stus Methds & Early Chhd, SUNY, Coll at Oswego. EXPR: Tchr Grs 1-2, Md; Instrctr Jr Block, Univ of Ill; Chrmn Methds Block, SUNY, Coll at Oswego (to present). PUBL: Auth of Soc Stus Texts & Tchrs' ed Grs 1-3 Benefic Press; Contrbu of arts to Grade Tchr & Educ Leadership.

Rardin, Donald R.
Serving in US Army, Ger.

Reddin, Estoy BS, MS, EdD
Asst Prof Dept Educ, Lehigh Univ. EXPR: Tchr, Pa Schls; Tchr, Dir of Residence, El Salvador; Student Personl Off, Univ Pa; Asst Prof, Trenton St Coll. PUBL: Contrbu of arts on lang arts & elem educ to var jrnls.

Reed, Estella E. AB Engl, MS Guid, EdD
Prof Educ, Purdue Univ. EXPR: H Schl Tchr, Libr, Ind; Libr, Mt Vernon Jr Coll. PUBL: Auth of arts for IRA & other jrnls.

Reeves, Harriet BMe, MS, EdD
Asst Prof Educ, Univ Miami, Fla. EXPR: Tchr of Grade 4 & Jr H, Fla; Tchr Gr 4 & Coll level Students at Fla St Univ Demstr Schl; Instrctr Rdng, Tallahassee Jr. Coll. PUBL: Auth of "Indiv Confs-Diagnost Tools," Rdng Tchr & Co-auth of Tchrs' Guides for Fifth Grade Soc Stus & Educ TV, Fla.

Reid, Hale C. MA
Centrl Off, Cedar Rapids Pub Schls, Ia. EXPR: Supt Schls, Dir Cur, Dir Elem Educ, Tchr Grs 3-6, 7-12, Ia. PUBL: Auth of Resrch Publs USOE Natnl Rdng Stud--Rdng Grs 1-2; Auth of Ginn Elem Engl, My First Pict Dict, My Second Pict Dict.

Reilly, David H. BA Psy, EdM Psy, EdD Schl Psy
Assoc Prof, Chrmn, Schl Psy Progr, UNC-Chapel Hill. EXPR: Remed Rdng Instrctr, The Drake Schl, NJ Neuro-Psychtr Inst, Princeton; Psy Intern, Resrch Asst, NJ Bur of Resrch in Neurol, Psy, Schl Psy; Clin Psy, NJ Bur Resrch; Schl Resrch Psy, Woodbridge Schl Sys. PUBL: Auth of many arts for var psy & educ jrnls.

Resnick, Lauren B. AB Hist, AM, EdD

Assoc Prof Dept Psy, Univ Pittsburgh, & of Dept Educ Psy. EXPR: Tchr, Am Schl of Paris, France; Resrch Asst, Resrch Assoc, Harvard Univ Committee on Progrmd Instrctn; Lectr, Tchr Educ, CUNY; Sr Sci, Staff Consult, Basic Sys Inc., NYC; Resrch Assoc, Univ Pittsburgh; Asst Prof, Univ Pittsburgh. PUBL: Auth of psy & educ arts for var profnl jrnls.

Rexinger, Lena

Assoc Prof Elem Educ, Ark Polytechnic Coll at time of publ, 1960.

Robbins, Ruth.

Member of Staff of Bensenville, Ill Pub Schls at time of publ, 1964.

Roberts, Dodd E. BA Engl, MA, EdD

Assoc Prof Educ, Univ Me. EXPR: Tchr of Grade 4, H Schl Engl, French, Asst Princpl, Me; Vis Prof Educ, Univ Me, Univ Mo (Sums); Dir Lang Arts Educ, Dir Rdng Clin, Mich; Asst Prof Educ, Univ Me. PUBL: Auth of arts for IRA & other jrnls.

Roberts, Hermese E. BA, MA, Advncd Stud

Princpl, Wm J & Charles H Mayo Schl, Chicago, Ill. EXPR: Tchr Grs 4-6, Atlanta Univ Lab Schl; Instrctr, Univs in Ga, Fla, La, Ill; Dir, Tchr Educ Confs, Wrkshps; Rdng Spec, Dartmouth Coll, Great Cities Imprvm Progr, Chicago; Clin Psy, Chicago Pub Schls; Rdng Clin, Univ Chicago Rdng Clin. PUBL: Auth of Bk 1, 2, 2-2 of Am Bk Com's Rdng Expr & Devlmt Series & arts for Natnl Rdng Conf Procdngs, Univ Chicago.

Robertson, Jean E. BS, BEd, MEd, PhD

Prof, Fac Educ, Univ of Albrta, Can. EXPR: Tchr, Albrta Elem & Sec Schls; Serv in Ethiopian Ministry Educ & Priv Schl Sys. PUBL: Contrbu to var educ jrnls.

Robinson, Francis P. BA, MA, PhD

Prof Psy Ohio St Univ; Prof & Chrmn Dept Psy & Educ, Stout Inst, Asst Prof, Assoc Prof, Ohio St. Univ. PUBL: Auth of arts on rdng skills & Study methds for profnl educ jrnls.

Robinson, H. Alan BA, MS, EdD

Asst Prof, Dir Rdng Conf & wrkshps, Univ of Chicago. EXPR: Adjnt Asst Prof, NYU; Asst Prof, Hofstra Univ; Coord Rdng, Valley Stream, NY. PUBL: Ed of Selected Issues for Annual Rdng Conf Procdngs & contrbu to var educ jrnls.

Robinson, Helen M. AB, AM, PhD

Prof Emeritus, Dept of Educ, Univ of Chicago. EXPR: Instrctr, Asst Prof, Dir Bur Spec Educ, Miami Univ; Supt, Psy, Univ Chicago; Instrctr, Asst Prof, Assoc Prof, Prof, Univ Chicago; Wm S. Gray Resrch Prof Rdng, Dir Rdng Resrch Centr, Univ of Chicago. PUBL: Auth of Ch's texts; Ed of ch's newspaper & selected issues Annual Rdng Conf Procdngs, Univ Chicago in add to arts for educ jrnls.

Rogers, C. D. BS, MS, PhD

Asst Prof Guid & Rdng, Univ Miami, Fla. EXPR: H Schl Engl & Rdng Tchr, Ariz; Asst Prof Engl, Univ Tenn. PUBL: Auth of arts on Engl & rdng for var profnl jrnls.

Rogers, Donald W. MFA, PhD

Art Supervsr, Norwalk, Conn Pub Schls. EXPR: Elem Tchr Grs 2-6, Conn. PUBL: Auth of bk Art for Slow Lrnrs & arts for var jrnls.

Rogers, John R.

Memb of Staff of Tex Technical Univ at time of publ, 1972.

Rohwer, William D. AB, PhD

Prof Educ, Resrch Psy, Univ Calif, Berkeley. EXPR: Asst Prof, Assoc Prof, Prof Dept Educ, Univ Calif, Berkeley; Asst, Assoc Resrch Psy, Resrch Psy at Inst Hum Lrng, Act Assoc Dean Schl Educ, Assoc Dean Grad Div, Act Dir Inst Hum Lrng, Univ Calif, Berkeley. PUBL: Auth/co-auth of num resrch reports & arts for profnl jrnls.

Romano, Michael J.

Princpl Pub Schl 44, Staten Is, NY. PUBL: Auth of arts for var profnl educ jrnls.

Root, Shelton L., Jr. BS, MEd, EdD

Prof Ch's Lit, Univ Ga. EXPR: Instrctr Educ, Heidelberg Coll; Univ Schl, Ohio St Univ; Tchr, Agnes Russel Centr, Tchrs Coll, Columb Univ; Lectr, Queens Coll; Asst Prof Ch's Lit, Wayne St Univ; Assoc Prof, Univ Ga. PUBL: Co-auth Directions 66 & Dimensions 66, Time for Poetry; Auth of arts on ch's lit & lang arts for the Instructor & chptrs for var bks.

Rosen, Carl L. BA, BS, MA, PhD

Prof Educ, Ga St Univ. EXPR: Elem Cur Dir, Minn; Dir Clark Co Rdng Centr, Ga; Asst Prof, Assoc Prof, Univ Ga; Prof Educ, Univ Tex. PUBL: Contrbu of arts on rdng disabils & clin diagnosis to var jrnls.

Rosenbaum, Milton E.

Memb of Dept Psy, St Univ Ia at time of publ, 1962.

Rosehan, David

Memb of Staff of ETS, Princeton at time of publ, 1968.

Rosner, Jerome OD

Assoc Prof Schl Educ, Univ Pittsburgh. EXPR: Med Dept, US Army; Priv Pract in Optometry; Consult for var Title I, III Resrch Projs in add to Prim Educ Proj, Univ Pittsburgh. PUBL: Auth of num arts on percept devlmt & lrng disabls in add to reports resrch for var jrnls.

Roswell, Florence G. PhD

Prof Emeritus, CUNY. PUBL: Co-auth of Rdng Disabls: Diagnosis & Treatment, two tests & arts for var profnl jrnls.

Rothrock, Dayton G. AB, ME, EdD

Prof, Head Educ Dept, McPherson Coll; EXPR: Tchr of Soc Stus Grs 9-12, Adm of Grs K-12, Nebr. PUBL: Auth of arts for Elem Enql.

Ruddell, Robert B.

Asst Prof Educ at Univ Calif, Berkeley at time of publ, 1967.

Rudnick, Mark

Memb of Staff at Univ of Colo Med Centr at time of publ, 1967.

Russell, David H. BS, MEd, PhD

(Dec) Prof Educ, Univ Calif, Berkeley. EXPR: Tchr Elem & Sec Schls, Sask, Can; Assoc Educ Psy, Columb Univ; Asst Prof Educ, Sask Can; Assoc Prof, BC, Univ Calif. PUBL: Auth of bks such as Ch Learn to Rd in add to works on lang arts, rdng tchnng aids, & spell.

Russo, Wallace BS, MS

Tchr, Arlington Centrl Schl, Poughkeepsie, NY. EXPR: Tchr, Intermed Grs, NY St. PUBL: Auth of arts on rdng, writ, & tchnng beh for Rdng Tchr, Kappa Delta Pi Record, NY St Educ.

Rutherford, William L. BS, MEd, EdD

Asst Prof Dept Cur & Instrctn, Univ Tex, Austin. EXPR: Elem Tchr, Tex; Tchnng Asst, N Tex St; Prof, Tarkio Coll; Postdoct Resrch Assoc, Univ Chicago. PUBL: Contrbu to IRA, var jrnls & chptrs in bks such as Rdng for the Disadv & others.

Rystrom, Richard C. AB, MA, EdD

Assoc Prof Rdng, Univ Ga. EXPR: Tchr Engl, Azusa H Schl, Diablo Valley Coll; Fulbright grantee, Greece; Univ of Salonika, Diablo Valley Coll. PUBL: Auth of Engl Syntax & reports of resrch for Rdng Resrch Quart, Jrnl Rdng Beh, & others.

S

Sabaroff, Rose E. BA Psy, MA, EdD

Head Elem Educ Dept, Va Polytechnic Inst & St Univ. EXPR: Tchr Elem Schl, Calif; Supervsr Student Tchrs, Stanford Univ; Asst Prof Educ, Ore St. Univ; Asst Dir Elem Internship & Apprentice Tchr, Lectr Educ, Harvard Grad Schl Educ, Dir Elem Internship. PUBL: Auth of arts on rdng & lings & soc stus in add to resrch reports for var jrnl.

Safford, Alton L.

Memb of Staff of Los Angeles Calif Bd of Educ at time of publ, 1960.

Salzer, Richard T. BS, EdM, EdD

Assoc Prof Fac Educ Studs, SUNY, Buffalo. EXPR: Grad Asst, Univ Ill; Clsrm Tchr pub schls Ill; Instrctr, Asst Prof, Univ Ill. PUBL: Auth of the monogrs Presch Progrs & the Prevention of Educ Ret in add to arts for profnl jrnl.

Samuels, S. Jay BA, MA, EdD

Assoc Prof Educ Psy, Univ Minn. EXPR: Tchng Asst Psy, Univ Calif, Los Angeles, Resrch Assoc Psy, Univ Minn; Consult for Natnl Assessment Educ Progress. PUBL: Consult Ed for Jrnl Educ Resrch; Auth of arts for Rev Educ Resrch & Jrnl Educ Psy.

Sartain, Harry W.

Dir Lab Schl, Univ Pittsburgh at time of publ, 1967.

Sawyer, Richard P.

Memb of Staff of St Univ Coll, New Paltz, NY at time of publ, 1965.

Schell, Leo M. BS, MS, PhD

Assoc Prof Coll Educ, Kans St Univ. EXPR: Tchr Grs 5-8, Kans, Ia. PUBL: Auth of Remed Rdng: Clsrm & Clin, Remed Rdng: An Anthology of Sources in add to Silver Burdett's Spell Cor: Gr 1 & arts for prof educ jrnl.

Schiffman, Gilbert B. AM, OD, BS, MED, DED

Assoc Prof Educ, Johns Hopkins Univ, Asst Prof Dept
Pediater, Johns Hopkins Hosp. EXPR: Clsrm Tchr, Rdnng Spec;
Cor-Remed Rdnng Supervsr; Supervsr Rdnng Servs, Md St Dept Educ;
Coord - Dir Instrctn, Prince George's Co. PUBL: Ed Advs Bd The
Rdnng Tchr; Auth of 30 arts, contrbu to nine bks & eight monogrs.

Schmidt, Bernard AB, BS, MA

Prof Engl, Dir Devlmtl Rdnng, Purdue Univ: EXPR:
Lectr in Eight For Countries under Fed & St Grants; Rdnng Consult
to H Schls, Colls, US Navy. PUBL: Co-auth of Design for Good
Rdnng & other bks, auth of num arts & short stories & producer
of Purdue Jr H, H Schl & Coll Rdnng Films.

Schnayer, Sidney W.

Memb of Staff of Chico St Coll at time of publ, 1969.

Schneyer, J. Wesley BS, MS, EdD

Prof Educ, Univ Pa. EXPR: Tchr Grs 5-7, Phila Pub
Schls. PUBL: Auth of arts for Jrnl of Educ Resrch, The Rdnng
Tchr & Jrnl of Devlmtl Rdnng.

Scholnick, Ellin K. AB, PhD

Assoc Prof Dept Psy, Univ Md. EXPR: US Pub Heal Serv
Fel, Univ Rochester; instrctr med psy & pediater Schl Med; Asst
Prof Univ Md. PUBL: Contrbu of arts on cogn for profnl jrnl.

Schulte, Emerita S. BS, MED, PhD

Memb Fac of Ball St Univ. EXPR: Tchr & Supervsr of
all Elem Grs, Ohio; Tchr, Asst Prof, Prof Resrch, Miami Univ,
Ohio; Tchng Assoc, Upr Div Lang Arts, Ohio St Univ. PUBL:
Auth of arts for IRA & Elem Engl.

Schwartz, Hilda O. BS, MED

Educ Psy Bur of Testing, Dept Educ, Baltimore, Md.
EXPR: Educ Psy for Preschl & Grs K-3, Baltimore. PUBL: Auth
of "Readiness--A Prereq for Thnkng," Educ & sev arts discussing
the Prim Mentl Abils Test; Auth of Prim Mentl Abil Manl for
Tchrs, ETS.

Scott, Carrie M. BA, MA, Advncd Grad Stud

Retired Rdnng Clin for all grs, Spec Educ Cept, Bend Pub
Schls, Bend, Ore. EXPR: Tchr Grs 1-6, Colo; Asst Dir Cur &
Guid, Kans; Wichita Ch Guid Centr, Kans. PUBL: Auth of arts for
Jrnl of Applied Psy, Elem Schl Jrnl, The Jrnl Educ Resrch & others.

Scott, Ralph BA, MS W Psy, Soc Work, PhD

Prof & Dir Educ Clin, Univ No Ia. EXPR: Caseworker,
CH 5-18 yrs, Wisc; Schl Soc Worker, K-12, Ill; Guid Couns for

Grs K-8, Frankfurt (Ger) Depend's Schl; Tchr; Grs K-12, Chicago Pub Schls, Schl Psy. PUBL: Co-auth of The Lrng Readiness Sys & Seriation Test; Auth of profnl educ arts for var jrnls.

Semler, Ira J. BA, MA, PhD

Dir Resrch, Cedar Rapids Community Schl Distr, Ia.

EXPR: Asst Prof Psy, Chico St Coll, Calif; Asst Prof Ch Devlmt, Univ Tex; Schl Psy, Cedar Rapids Schls. PUBL: Auth of arts for var profnl jrnls.

Semmelmeier, Madeline

Former Princpl Reilly Schl, Chicago at time of publ, 1963.

Serage, Marilyn

Engaged in libr work at time of publ, 1970.

Serot, Naomi M.

At time of publ, 1961, Mrs. R. Mich Costello.

Seymour, Dorothy Z. BA, MA

Editorial Spec in Lings, Ginn & Co, Mass. EXPR: Tchr of young ch (17 yrs), Ohio, NY St; Writer & Ed for Tchr's Ed of My Weekly Reader; Ed at Ginn & Co (Plan & Devlmt word-analysis progr Rdng 360). PUBL: Auth of stories for ch in mags & rdng texts; Auth of ten ch's bks published in ITA, comics in ITA & arts for var jrnls.

Shaw, Jules H. MD

Priv Pract in Ophthalmology, Boston Mass, Head of Eye Clin, Beth Israel Hosp. PUBL: Contrbu on the relshp between vision & rdng.

Shaw, Melville C. BS Econ, MS Psy, PhD Clin Psy

Resrch in Psy, Chico St Coll, Calif. PUBL: Auth of over 45 arts for profnl jrnls.

Shaw, Ralph L.

Memb of Staff of Emory Univ at time of publ, 1971.

Sheldon, William D. BS, MS, PhD

Prof Educ, Dir Rdng & Lang Arts Centr, Syracuse Univ.

EXPR: Princpl Clark Mills Elem Schl; Tchr Soc Stus, Rome, NY. PUBL: Auth of Sheldon Basic Readers for Ch; Producer of Series of Films on Rdng; Princpl Resrchr & Auth USOE First Grade Rdng Studs; Auth of over 120 publs for var jrnls.

Shepherd, David L. BS, MA Guid, EdD Guid, Rdng

Assoc Prof Rdng, Coord Rdng Clin, Hofstra Univ. EXPR: Elem & H Schl Tchr, Sec Rdng Consult, Conn; Dir Rdng Centr, Charlotte, NC; Instrctr Grad Level, St Tchrs Coll, Conn, Centrl

Coll Educ, Wash, UNC, USC. PUBL: Sr Auth Harper & Row's Seventh & Eighth Readers; Auth of bk revs, arts for profnl jrnls & of Eff Rdng in Soc Stus: A Handbk for Sec Tchrs in add to other bks.

Sherman, Mandel BS, MD, PhD

Resrch Psy. EXPR: Sr St Psych't, Ill Inst for Juvenile Resrch; Dir Wash Ch Resrch Cntr; Adjnt Prof Ch Dev, Univ Md; Prof Lectr Ch Dev, Geo Wash Univ; Secretary, Ch Dev Committee, Natnl Resrch Counc; Prof Psy, Univ Chicago; Dir & Psych't, The Orthogenic Schl, Univ Chicago; Dir Reiss-Davis Clin, Los Angeles. PUBL: Auth of eight bks such as The Process of Hum Beh; Auth of num arts for var psy & educ jrnls.

Shnayer, Sidney W. BS, MA, EdD

Prof Educ, Chico St Coll. EXPR: Tchr Grs 1, 5, 6 Conn, Jr H Schl, Conn, Calif; H Schl, Conn, Calif, Mentl Ret, Emot Distrb, Remed Rdng Tchr, Dir Rdng, Conn; Supervsr & Asst to Dir Rdng Clin, New Haven St Tchrs Coll. PUBL: Co-auth of Visual-Ling Prim Rdng Series, Bessler Corp; Auth of many arts for IRA, Jrnl of Rdng Spec & others.

Shore, Eugene BA, MS, PhD

Chf Psych't Dept Psychtr, Albert Einst Med Cntr. EXPR: US Pub Heal Serv Internee, Univ Colo Med Schl; Grad Asst Dept Psy, Grad Asst Div Couns, psych't Div Couns, Pa St Univ; Psych't, Phila Psychtr Cntr. PUBL: Contrbu of arts on cogntv processes & lrng for var profnl jrnls.

Shores, J. Harlan AB, AB, MA, PhD

Prof Educ, Univ Ill. EXPR: Tchng Asst Educ, Univ Mo, Univ Minn; Instrctr Elem Educ, St Tchrs Coll, Minn; Instrctr Educ, Assoc in Educ, Asst Prof, Assoc Prof, Chrmm Div Elem Educ, Univ Ill. PUBL: Co-auth of Fundamentals of Cur Devlmt; Contrbu to Fourth Mentl Msmt Yrbk & Univ Chicago's Supple Educ Mongrs in add to over 40 arts for var jrnls.

Shores, Louis AB, MS, BS Libr Sci

Dean Emeritus Libr Schl, Fla St Univ. EXPR: Asst, Toledo Pub Libr, Univ of Toledo Libr; Ref Asst, NY Pub Libr; Librn & Prof Libr Sci, Fish Univ Libr, Geo Peabody Coll & Sir Libr Schl; Assoc Ed, Ed-in-Chf Collier's Encyclo. PUBL: Auth of eleven bks in add to num arts for jrnls, contrbus to Colliers, Ed Jrnl of Libr Hist & other libr ref works.

Shure, Myrna B. BS Sociol, MS Ch Devlmt, PhD Ch Devlmt

Asst Prof Psychiatr, Head Ch Devlmt Studs, Div Resrch & Eval Hahnemann Med Coll Pa. EXPR: Instrctr & Head Tchr Lab Nurs Schl, Univ Rhode Is; Asst Prof Psy, Temple Univ. PUBL:

Contribu of resrch reports & papers to var jrnls--Ch Devlmt,
Jrnl of Consult & Clin Psy, Rdng World, & others.

Shuy, Roger W.

Memb of Staff of Centr for Applied Lings, Wash, DC
at time of publ, 1970.

Silvaroli, Nicholas J. BS, MA, EdD

Prof Educ, Dir Rdng Centr, Ariz St Univ. EXPR: Tchr,
Elem & H Schls, NY; Dir Rdng Centr, Assoc Prof Educ, Ariz St
Univ. PUBL: Auth Tchrs Guides for Letter-Form Trng, Lrng
Through Seeing, Inc, & arts for var profnl jrnls; Co-auth of
Breakthrough: This Cool World, Clstrm Rdng Inventory & Rdng
Imprvm Progr.

Simmons, John S. BA Engl, BS, MA, PhD

Prof Engl Educ, Assoc Dir Cur Centr in Engl, Instrctr
& Supervsr of Experienced Tchr Fellowship Progr, Fla St Univ.
EXPR: Tchr Jr & Sr H Engl, Devlmtl & Cor Rdng; Supervsr of Stu-
dent Tchrs Engl. PUBL: Ed Bd Jrnl of Rdng (to present); Auth
of Success in Rdng--Ninth Grade; Co-auth of four bks & over 40
arts for var jrnls.

Simons, Herbert D. BA Psy, OD, EdM, EdD

Asst Prof Schl Educ, Univ Med Centr, Boston; EXPR:
Tchr Jr H, Remed Rdng Gr 1-Adult, Mass; Educ Progr Spec, Boston;
Resrch Asst, Harvard-Boston Sum Progr; Consult, Boston Pub Schls;
Tchnq Fel--Resrch Methds & Computers, Harvard Univ; Resrch Assoc,
Harvard Univ. PUBL: Auth of arts for Rdng Resrch Quart &
Phi Delta Kappan.

Simpson, Hazel D. BS, MS, EdD Educ Psy

Assoc Prof Educ, Univ Ga. EXPR: Rdng Clin, Univ Ga;
Tchr Pub Schls, Ga; Demstr Tchr; Dir Plan & Resrch Phases of
Ga Sum Rdng Progr. PUBL: Co-auth of Tchnq Compreh Skills in
add to arts for Elem Engl & Resrch reports on Ga's 1965, 1965
Sum Rdng Progr.

Singer, Harry BSPsy, MA Psy, PhD Educ Psy

Assoc Prof Educ, Univ Calif, Riverside, Chrmm Fac Schl
Educ. EXPR: Tchnq Fel Psy, Western Reserve Univ; Tchr Grs
4-6, Calif; Tchr Rdng Imprvm, Univ Calif, Berkeley; Asst Prof
Educ, Asst Dir Stud Skills Progr, Univ Ariz; Lectr, Asst Prof,
Univ Calif, Berkeley. PUBL: Co-auth The Lang Percept Test
Series, Elem Battery; Auth of Tchnq Wd Recogn: A Guide for
Tchrs in add to other publs.

Sipay, Edward R. BS, MA, PhD

Prof Educ, Schl Educ Dept Rdng, SUNY, Albany. EXPR: Tchr Elem Schls; Resrch Assoc, Howard Univ; Dir Rdng Centr, St Univ Coll, New Paltz, NY. PUBL: Auth of num publs for var jrnls.

Slobodjian, Evelyn B. BS, MS, EdD

Prof Rdng, Chrmn Rdng Dept, Advs Grad Rdng Spec Progr, Glassboro St Coll. EXPR: Tchr Elem & Sec Schls; Supervsr, Glassboro Campus Schl Rdng Progr. PUBL: Auth of arts for IRA & Rdng Instrctn Jrnal.

Smith, Carl B. BA, MA, PhD

Assoc Prof Educ, Dir Msmt & Eval Centr in Rdng Educ, Ind Univ. EXPR: Tchr of Jr, Sr H Schls, Ohio; Textbk Ed Reardon Baer Pub Co; Tchng Fel, Dept Educ, Case Western Reserve Univ; Adm Asst NDEA Sum Rdng Inst; Rdng Consult, Ohio Pub Schls; Lectr Educ, Case Western Reserve Univ. PUBL: Auth/co-auth or Ed of more than 25 bks & monogrs in add to 55 arts for profnl jrnls.

Smith, David W. BS, MS, PhD

Asst Dean, Dir Behav Centr, Coll Educ, Univ Ariz. EXPR: Insurance Exec, Finance Consult, Industr mgmt; Hosp Psy; Coll Adm; Ch's Clin Psy; Proj Dir, Resrch & Semstr in Rehab. PUBL: Auth of Tomorrow Is Today among 150 other publs incl bks, arts, papers & reports.

Smith, Donald C. BA, MA, PhD

Prof Psy, Ohio St Univ. EXPR: Personl Asst, W L Maxson Corporation; Intern Psych't, NY St Mentl Hyg; Fel, Brooklyn Juvenile Guid Centr; Clin Psych't, Ch Guid Div NY St Dept Mentl Hyg; Staff Psych't, Rochester Guid Centr, Syracuse Univ; Asst Prof, Assoc Prof, Coord Ch Stud Centr, Ohio St Univ. PUBL: Contrbu of arts on psychodiagnosis & except ch for var jrnls.

Smith, Dora

Prof Emeritus Educ, Univ Minn, Minneapolis.

Smith, Frank

Memb of Staff of The Ont Inst for Studs in Educ, Toronto, Can at time of publ, 1971.

Smith, Helen K. BEd, MA, PhD

Assoc Prof Educ Rdng, Univ Miami. EXPR: Tchr H Schl Engl, Spch & Remed Rdng & Rdng Consult, Ill; Diagnost, Rdng Clin, Univ Chicago; Resrch Asst Rdng, Instrctr, Asst Prof Educ & Dir Rdng Clin, Univ Ill. PUBL: Co-ed of Clin Studs in Rdng, III in add to arts for IRA & Rdng Resrch Quart & other bks.

Smith, Henry P.

(Dec) Former Memb of Staff of Univ of Kans.

Smith, Nila Banton, BA, MA, PhD

Distng Serv Prof Educ, Univ of So Calif, Los Angeles.

EXPR: Tchr, Supervsr Rdng, Detroit; Head Dept Educ, Greensboro Coll; Dean Schl Educ, Whittier Coll; Assoc Prof Educ, Ind Univ; Prof Educ, Univ So Calif; Prof Educ, Dir Rdng Inst, NYU; Distng Serv Prof Educ, Glassboro St Coll. PUBL: Auth of Rdng Instrctn for Today's Ch, Am Rdng Instrctn, The Best in Ch's Lit in add to ch's series & H Schl series, other bks & num arts for var jrnl.

Smith, Phillip G. AB, PhD

Prof & Chrmn, Dept Hist & Philo Educ, Ind Univ. EXPR: Univ Tchng, Ohio St Univ, Western Reserve Univ, Univ Va, Univ Tenn, Ind Univ. PUBL: Auth of Reflective Thnkng: The Methd of Educ in add to bks on educ philo & arts for jrnl.

Smith, William L.

Memb of Staff of Univ Ga at time of publ, 1971.

Smock, Charles D. BS, PhD

Prof Psy, Assoc Dir Resrch & Devlmt Centr Educ, Univ Ga. EXPR: Asst Prof Ch Welfare Resrch Station, Univ Ia; Dir Resrch, Ch Stud Centr Inst, Pa Hosp; Assoc Dept Psychtr Univ Pa; Assoc Prof, Prof Dept Psy, Dir Ch Clin, Univ Ga. PUBL: Contrbu of arts on cogntv devlmt & cogn & motiv for profnl psy & educ jrnl.

Spache, George D. BS, MA, PhD

Prof Coll Educ, Head Rdng Lab & Clin, Univ Coll Univ Fla. EXPR: Tchr, NYC; Schl Psy, Friends Seminary, NYC; Schl Psy, Bd Educ, Chappaqua, NY; Couns Psy, Rohrer, Hibler & Replogle; Instr, NY Univ Schl; Schl Head, Rdng Lab & Clin, Bd Educ Westchester, NY. PUBL: Auth of Texts on rdng such as Rdng in Elem Schl, Diagnost Rdng Tests & Auth of resrch reports & arts of var jrnl.

Spence, Allyn G.

Memb of Staff Univ Ariz at time of publ, 1971.

Spencer, Doris U BS, MEd, EdD

Prof Educ, Dir Rdng Clin, Johnson St Coll. EXPR: Elem Tchr Grs 1-8, Vt; Vis Prof Grad Educ, Univs of Vt, Conn. PUBL: Co-auth of Wd Analysis Pract, manls & wrkbk for Grade One, World Bk Com & arts for The Rdng Tchr & Leadership.

Spencer, Gary D. BS, MA, EdD

Prof & Chrmn Dept Rdng & Lang Arts, Dir Assoc Clins, Jersey City St Coll. EXPR: Grad Asst, Ariz St. Univ; Resrch Asst, Tex A&M Univ; Psy Eval, Maricopa Juvenile Detent Home, Ariz; Clsrm Tchr, Slow Lrnrs & Remed Rdng, Ariz; Consult Rdng, Fac Assoc Educ, Ariz St Univ; Asst, Assoc Prof Educ, Dir Rdng Clin, Auburn Univ. PUBL: Auth of handbks for tchrs among which is A Handbk for Remed Tchrs; Auth/ed of Rdng Conf Procdngs, Ariz St, Auburn; Auth of arts on rdng for newspapers in Southwest.

Spitzer, Lillian

Loc of auth not given.

Staats, Arthur W. BA, MA, PhD Psy

Prof Psy & Educ Psy, Univ Hawaii. EXPR: Instrctr Psy, Ariz St. Univ; Asst Prof, Assoc Prof, Prof, Ariz St. Univ; Vis Prof Educ Psy, Univ Calif, Berkeley; Natnl Sci Found Fac Fel, Univ London. PUBL: Ed Bd of Jrnl of Applied Beh Analysis; Auth of arts for var educ & psy jrnl in add to bks.

Staiger, Ralph C. AB, MA, EdD

Exec Secretary, IRA, Newark, Del, Adjnt Prof Educ, Univ of Del. EXPR: Rdng Consult, NY; Dir Rdng Clin, Prof Psy, Univ So Miss. PUBL: Auth of num publs for IRA & var other jrnl.

St. John, Nancy H. BA, MA, EdD

Lectr Sociol, Grad Schl Educ, Harvard Univ. EXPR: Instrctr Sociol, Rhode Is Coll Educ; Resrch Assoc Educ Grad Schl Educ, Harvard Univ; Asst Prof Soc Sci, Boston Univ; Lectr Educ & Resrch Assoc Educ, Harvard Univ. PUBL: Co-auth of Soc Class & the Urban Schl in add to var profnl educ arts.

Stanchfield, Jo M. MS, PhD

Prof Educ, Occidental Coll, Los Angeles. EXPR: Tchr Elem, H Schl, Adult Educ; Supervsr Tchr Educ, Univ Calif, Los Angeles. PUBL: Auth of series of nine rdng bks for Grs 1-3; Co-auth of Action Series, a sec basic rdng progr of eight bks; Auth of reports of resrch for IRA in add to other jrnl arts.

Stanners, Robert F. BS, PhD

Prof Psy, Okla St Univ. EXPR: Asst Prof Psy, Washburn Univ, Assoc Prof Psy; Resrch Consult, Menninger Found, Topeka Va Hosp; Assoc Prof Psy, Okla St Univ; Resrch Consult, Hisson Mem Trng Schl. PUBL: Auth/co-auth of 17 arts for jrnl such as Jrnl of Verb Lrng & Verb Beh.

Stark, Joel BA, MA, PhD

Prof Communc Arts & Sci, Queens Coll, CUNY. EXPR: Instrctr, LI Univ; Asst Prof City Coll, CUNY; Assoc Prof, Stanford Univ Schl Med. PUBL: Contrbu of arts on spch & hearing & pathol for profnl jrnls.

Stauffer, Russell G.

H. Rodney Sharp Prof, Schl Educ Univ Del. EXPR: Tchr Pub Schls, Pa; Resrch, USAF; Asst Dir Rdng Clin, Temple Univ; Prof Univ Del. PUBL: Auth of maj texts on rdng as thnknng process in add to num other publs.

Steinacher, Richard

Doct Student, Fla St. Univ.

Stevens, Deon D.

Asst Prof Educ, Univ Utah. EXPR: Dir St Louis-Normand Schl Dist Rdng Centr, Univ Mo; Dir Topeka (Kans) Pub Schls Rdng Clin Centrs & Servs. PUBL: Contrbu of profnl educ arts to var jrnls.

Stevens, George L.

Consult to Govt Agencies & Schl Sys, Wash, DC at time of publ, 1963.

Stevenson, Harold L.

Memb of Staff of Inst of Ch Devlmt Univ Minn at time of publ, 1971.

Stith, Marjorie M. BS, MRE Soc Work, MS Ch Devlmt, PhD

Prof & Head Family & Ch Devlmt, Kans St Univ. EXPR: Tchr Home Econ, H Schl; Secretary of Youth Work, Ala Women's Missionary Univ; Grad Asst Resrch & Tchng, Fla St Univ; Proj Dir, Kans St Bd Heal; Consult Early Chhd Educ & Devlmt, OEO. PUBL: Contrbu to var profnl educ jrnls.

Stolarz, Theodore J. BS, MA, PhD

Prof Psy, Chicago St Coll. EXPR: Educ Psy Asst, US Army; Psych't, Chicago Pub Schls; Instrctr, Assoc Prof, Asst Dean, Dean Grad Schl, Dean of Students, Tchrs Coll, Chicago. PUBL: Auth of many arts on rdng & educ psy for var jrnls.

Stone, David R. BA, MA, PhD

Prof Dept Psy, Utah St. Univ. EXPR: Tchr & Resrch, Utah St Univ; Sr Intervr, US Employmt Serv; St of Utah Textbk Eval; Consult, Sci Educ Proj, Logan-Cache Tutorial Proj, Utah. PUBL: Auth of The Cache-Logan Self Stud Spell Series & arts for var jrnls.

Stonecipher, B. L.

Suprvsr of Guid, Indnpls Pub Schls at time of publ,
1962.

Stout, Doris BA, MA

Cur Spec for Elem Levels, Milwaukee Pub Schls. EXPR:
Tchr Grs 4-6; Vice Princpl, McKinley Schl, Milwaukee. PUBL:
Auth of arts for IRA, Delta Kappa Gamma Bulletin & other
jrnls.

Strang, Ruth M. PhD

Dir Rdng Devlmt centr, Univ Ariz. EXPR: Tchr, NYC
Pub Schls; Asst in Nutrition, Instrctr Heal Educ, Resrch Asst
Psy, Resrch Fel, Tchrs Coll, Columb Univ. PUBL: Auth of
Diagnost Tchng of Rdng, Helping Your Ch Improve His Rdng in
add to many other bks; Auth of arts for var profnl jrnls.

Strickland, Ruth G. BS, MA, PhD

Resrch Prof Educ (Retired), Ind Univ. EXPR: Tchr,
Duluth Pub Schls, Minn; Tchr, St Tchrs Coll, Winona, NY St
Tchrs Coll, Genesco, Wash St Tchrs Coll; Instrctr, Temple
Univ; Dir Elem Educ, Kans St Tchrs Coll; Prof Ind Univ.
PUBL: Auth of The Lang Arts in Elem Grs, Engl Is Our Lang
Guide for Grs I, II; Co-auth of other works in add to arts
for var jrnls.

Suchman, Joseph R. BA, MA, PhD Ch Devlmt

Dir Ortega Park Tchrs Lab. EXPR: Tchr Elem Schl, NY;
Asst Prof Ch Devlmt, Asst Prof Educ, Assoc Prof, Univ Ill;
Dir Cur Div Resrch, USOE, Div Elem & Sec Resrch; Consult,
SRA. PUBL: Auth of Observ & Analysis in Ch Devlmt Inquiry Devlmt
Progr in Earth Sci & co-auth of other bks; Auth of arts &
chptrs for var bks.

Summers, Edward G. BS, MA, PhD

Asst Prof Schl Educ, Ind Univ. EXPR: Clin Fel, Tchng
Asst, Instrctr, Univ Minn. PUBL: Auth of "Eval of Rdng
Gains in a Sec Schl Rdng Lab," The Rdng Tchr & arts for var
other jrnls.

Sussman, Harvey M.

Memb of Staff, Univ Wisc, Madison at time of publ,
1970.

Sutton, Rachel

Member of Staff, Univ Ga at time of publ, 1960.

Svedman, Shirley BS Food, Nutrition, MEd

Engl & Rdng Tchr, Rdng Lab, Lincoln Jr H Schl, Ft Collins,
Colo. PUBL: Auth of "Semantic Sensitivity & Rdng Achmt," The
Rdng Tchr.

T

Tabachnick, B. Robert BA, MA, EdD

Prof, Chrmn Dept Cur & Instrctn, Univ Wisc. EXPR: Tchr Grs 3-6, NY, Calif; Asst Prof, San Jose Coll; Asst Prof, Assoc Prof, Prof Dept Cur & Instrctn, Univ Wisc. PUBL: Auth of arts for var jrnls incl "A Linguist Looks at Rdng: Leonard Bloomfield & the Phonemic Criterion," Elem Enql.

Tagatz, Glenn E. BS, MS, PhD

Prof Educ, Chrmn Dept Educ Psy, Marquette Univ, Msmt Consult to Med Coll Wisc. EXPR: Lang Arts Soc Stus Tchr, Devlmtl Rdng Tchr, Wisc; Tchng & Resrch Asst, Univ Wisc; Asst Prof Educ Psy, Elem Educ, Wisc St Univ; Assoc Prof, Marquette Univ. PUBL: Auth of six resrch monogrs & 18 arts for profnl educ jrnls.

Talbert, Dorothy G. BS, BS, MA, DEd

Intermed Grade Supervsr, Tucson, Ariz. EXPR: Tchr Elem Schls Minn, N Mex, Wisc; Tchr, Intermed Grs, Ariz; Tchng Asst Univ Minn; Vis Instrctr, Univ Ariz. PUBL: Co-auth of "The Relative Effn of Two Approaches to Tchng Rdng in Grade Five," The Rdng Tchr & other publs.

Tatham, Susan M.

Memb of Staff, Univ Wisc, Milwaukee at time of publ, 1970.

Taylor, Stanford BFA Art Educ, MA Communc

Resrch Devlmt Consult, EDL, NY; Act Adm Taylor Centr for Controlled Rdng & Resrch, Consult Hum Resrch & Trng Inst, LI, NY. EXPR: Consult Supervsr Rdng on all levels; Vis Trng Supervsr; Rdng Consult for Populr Sci Mag; Instrctr Rdng Instrctnl Methds, Wagner Coll. PUBL: Auth/co-auth Rdng Instrctnl Progrs & tests, arts & monogrs. Inventor of Aud-X Tach-X, Controlled Reader.

Thatcher, David A.

Loc of auth not given.

Theophemia, Sister Mary

Archdiocese of Milwaukee at time of publ, 1960.

Thompson, Bertha B. MA, EdM

Co-dir, Tchr Educ Centr, Western Coll Ohio. EXPR: Tchr Nurs Schl, Elem Schl & Sec Soc Stus, Coord; Remed Spch & Rdng Tchr; Prof, Chrmn Educ Western Coll. PUBL: Co-auth of Lab Manl & Stud Guide for Kendall's Introduction to Geogr; Auth/co-auth Test Item Files I, II, Kendall Bk Series & arts for var jrnls.

Thompson, Richard A. BS, MS, EdD

Assoc Prof Educ, Fla Technological Univ. EXPR: Tchr
Grs 5-6, Ind; Asst Prof Elem Educ, McNeese St Coll, La. PUBL:
Auth of Energizers for Rdnq Instrctn (In Press) & arts for
var profnl jrnls.

Thorn, Elizabeth A. BA, MA, PhD, Certificate for Advncd Stud
in Rdnq

Chrmn Dept of Cur & MA, North Bay Tchrs Coll, Ont, Can.
EXPR: Tchr of Elem Grs; Princpl, Instrctr, Inserv Lang Arts,
Ont Dept Educ; Lectr, Wrkshp Leader in Br, USA, Can. PUBL:
Auth of arts for var profnl jrnls; Co-auth of Lang Expr Rdnq
Progr, Levels 1-5, Tchr Ref Bks, Pupil Texts, Pract Bks, other.
bk series, instrctnl aid & arts.

Thornton, John T. BA, MEd, EdD

Prof Educ & Coord Grad & Undergrad Rdnq Progr, Univ
Miami. EXPR: Clsrm Tchr, Tchng-Princpl, Supervsn Princpl, Ark
Pub Schls; Grad Asst, Univ Ark, Instrctr; Assoc Prof Educ,
Stephen F Austin St Univ. PUBL: Co-ed of Selected Bks for
Tchrs in add to arts for IRA.

Tinker, Miles A. AB, AM, PhD

Prof Emeritus Psy, Univ Minn. EXPR: Tchng Asst, Clark
Univ; Tchng Asst Instrctr, Asst Prof Educ, Stanford Univ; Asst
Prof, Assoc Prof, Prof Univ Minn. PUBL: Auth of Bases of Eff
Rdnq among others & extn no of reports of resrch & arts for
jrnls.

Tolor, Alexander BA, MA, PhD

Dir Inst Hum Devlmt & Resrch Prof Psy, Fairfield Univ,
Consult to Dr H. Philip Dinan Eval Centr, Conn. EXPR: Jr Grad
Asst, NYU; Intern to Staff Psy at Neurolog Inst, Columb-Presbyt
Hosp, NYC; Clin Psy, Base Hosp, Parks AFB; Sr Clin Psy, Inst
Living, Hartford Conn; Lectr, Univs of Hartford, Bridgeport;
Dir Psy Servs, Fairfield Hills Hosp; Consult to West Haven VA
Hosp; Clin Dir Diagnost & Treatment Clin, Kennedy Centr, Conn.
PUBL: Advs Ed, Jrnl of Consult & Clin Psy; Consult Ed of
Personlty--An Internatnl Jrnl; Auth/co-auth of 88 resrch reports.

Torrance, E. Paul PhD

Chrmn & Prof Educ Psy, Univ Ga. EXPR: H Schl Couns,
Tchr, Princpl; Coll Couns, Tchr, Couns Bur Dir; Dir Air Force
Survival Trng Resrch Progr; Dir Bur Educ Resrch, Prof Educ Psy,
Univ Minn. PUBL: Ed Bd of Gifted Ch Quart, Highlights for
Ch, Jrnl of Creat Beh. Auth of ten bks incl Gifted Ch in
Clsrcm, instrctnl aids for encouraging creativity.

Tovey, Duane R.

Memb of Staff of Wisc St Univ at time of publ, 1972.

Townsend, Agatha

Rdng Consult, Stroud Union Schl Dist at time of publ, 1963.

Travers, Robert M. W. BS, PhD

Distng Univ Prof, Western Mich Univ. EXPR: Resrch Assoc, Tchrs Coll, Columb Univ; Instrctr, Ohio St Univ; Resrch Psy, US War Dept; Assoc Prof Educ & Psy, Univ Mich; Chrmn Dept Educ Psy, Dir Bur Educ Resrch, Univ Utah. PUBL: Exec Bd, Bd of Consult Eds, Am Educ Resrch Jrnl, Bd of Eds of Handbk on Resrch on Tchng; Auth of four bks in add to 120 reports of resrch & monogrs.

Traxler, Arthur E. BS, MA, PhD

Adjnt Lectr Educ, Univ Miami. EXPR: Supt of Schls, Kans; Princpl, Rural Schl; Psy, Univ Chicago H Schl; Asst Dir Educ Records Bur, Assoc Dir, Exec Dir. PUBL: Auth of Techns of Guid & bks on rdng in add to educ arts.

Trusty, Kay. BS, MEd

Instrctr Tchr Educ, Miami Univ, Ohio, Doct Cand. EXPR: Tchr Grs K-12 Lab Schl, Ohio Univ. PUBL: Auth of arts for The Rdng Tchr, Schl of Educ Rev & other jrnls.

Turner, Elizabeth

Memb of Staff of Med Resrch Centr, Spch & Commun Resrch, Edinburg, Scotland at time of publ, 1967.

Tyler, Priscilla BA, MA, PhD

Prof Educ & Engl, Univ Mo, Kans City. EXPR: Tchr Engl, Latin, Ohio; Asst Prof Engl, Western Reserve Univ; Asst Prof Educ, Harvard Grad Schl Educ; Assoc Prof Engl, Univ Ill; Prof Educ & Engl, Univ Mo, Kans City. PUBL: Ed of Writers the Other Side of the Horizon, Lings & Rdng & Auth of arts for Engl Jrnl & Coll Engl.

Tyler, Ralph W. AB, AM, PhD

Dir Emeritus, Centr for Advncd Stud Beh Sci, Stanford. Sr Consult for SRA, Inc. EXPR: H Schl Tchr, S Dak; Univ Tchr at Univs of Nebr, NC, Chicago & Ohio St Univ; Chrmn Dept Educ, Univ Chicago, Univ Exam, Dean Div Soc Sci. PUBL: Auth of num publs on var phases of educ.

Tyler, Richard

Dir Centr for Advncd Stud in Beh Sci, Stanford, Calif at time of publ, 1958.

U

Uhl, Norman P. BS, MA, PhD

Resrch Psy, ETS. EXPR: Electr Enginr, US Dept Defense, Proj Leader Data Processing Sys; Resrch Coord, NIMH Grant, Univ Md; Prof Psy & Educ, Dir Testing & Eval, Emory Univ. PUBL: Contrbu to Jrnl of Exprmntl Psy & Rdnq Resrch Quart in add to resrch reports & chptr in the bk Mgmt Information Sys: St of the Art.

Umstattd, Diana R. BS, MA, EdD, Profnl Dipl Rdnq

Dir Inserv Educ, Saginaw, Mich Pub Schls. EXPR: Tchr of Elem & Sec Schls, Mich; Dir Rdnq, Dir Fed Progrs, Mich; Grad Asst Elem Rdnq Centr, Tchrs Coll, Columb Univ; Vis Instrctr Off-Campus Educ Centr, Centrl Mich Univ; Sr Extn Lectr, Mich St Univ. PUBL: Auth of arts for Mich Rdnq Assn Newsletter, The Mich Elem Princpl, & IRA.

V

Van Allen, Roach BA Engl, MA, EdD

Prof Elem Educ Coll Educ, Univ Ariz. EXPR: Elem Tchr, Tex; Dir Elem Tchr Educ, So Meth Univ; Dir Div Instrctn Harlinger Pub Schls, Tex; Dir, Cur Coord, Dept Educ, San Diego Co. PUBL: Advs Bd of Encyclop Brit; Auth of five bks among which are Lrng to Rd Through Exprs, Indep Acts for Creat Lrng, & Lang Exprs in Rdnq in add to over 100 arts for profnl jrnl & bulletins.

Vanderlinde, Louis F. AB, MA, EdD

Prof Elem Educ, Wayne St Univ. EXPR: Asst Instrctr, Instrctr, Asst Prof, Assoc Prof Elem Educ, Wayne St Univ. PUBL: Co-auth of Choosing Mats to Tch Rdnq; Auth of arts for Elem Schl Jrnl & other publs.

Van Riper, Charles BA Engl, MA, PhD Clin Psy

Distng Prof Spch Pathol & Audiol, Western Mich Univ. EXPR: Tchr Jr & Sr H Schls; Resrch Asst, Univ Ia Welfare Dept; Head Dept of Spch Pathol & Audiol. PUBL: Assoc Ed of Jrnl of Spch Disords. Auth of sev bks & arts.

Van Waganen, R. Keith BA, MA, PhD Educ Psy

Prof & Chrmn Dept Educ Psy, Ariz St Univ. EXPR: Elem & H Schl Tchr, Tchng Princpl, Asst Princpl; Resrch Asst Dept Educ Psy, Univ Utah; Resrch Assoc, Bur Educ Resrch, Tchng Asst; Asst Resrch Prof, Dept Educ Psy, Act Dir Bur Educ Resrch, Univ Utah; Asst Prof, Assoc Prof Educ Psy, Ariz St Univ; Resrch Assoc in Neurol, The Barrow Neurolog Centr. PUBL: Contrbu to var profnl educ jrnl.

Veatch, Jeanette AB, MA, PhD

Prof Educ, Ariz St Univ. EXPR: Tchr Elem Schls, Mich; Staff Memb, Dept Educ Am Museum of Natural Hist; Resrch Spec, NY St Dept Educ; Assoc Prof, Pa St Univ, Goucher Coll; Prof Engl, Jersey City St Coll. PUBL: Auth of Indiv Your Rdnq Prog, Rdnq in Elem Schl & Co-auth of three other bks in add to arts written for var jrnls.

Venezky, Richard L. BEE, MA Lings, PhD Lings

Assoc Chrmn Computer Sci Dept, Univ Wisc, Madison; Consult in Rdnq & Spell, SRA. EXPR: Part-time Sys Progrmr, Technical Writer, Controlled Data Corp, Calif; Asst Prof Engl, Computer Sci, Univ Wisc; Vis Resrch Assoc, Tel Aviv Univ, Israel. PUBL: Reviewer for Computing Revs, Computers & the Humanities.

Vernon, M. D. BA, MA, ScD

Prof Psy (Retired), Univ of Reading, Eng. PUBL: Auth of many publs for The Rdnq Tchr & other jrnls.

Vilscek, Elaine

Asst Prof Educ at Univ Pittsburgh at time of publ, 1967.

Vinacke, Edgar W. AB, PhD

Prof Psy, SUNY, Buffalo. EXPR: Resrch Asst, NY Psychtr Inst; Resrch Asst, Committee on Selection & Trng of Aviators, NYC; Asst Prof, Assoc Prof, Prof Psy, Univ Hawaii. PUBL: Auth of Psy of Thnkng, Found of Psy in add to editing & co-editing other bks & arts.

Vite, Irene W. PhD

Prof Educ Dept, Brooklyn Coll, CUNY. EXPR: Tchr Elem Schls, Idaho, Md, NY; Photogr Asst, Head Retouch Dept, Photo Arts Instrctr, Writer of Extn Course in Photogr & Manl, Schl Mod Photogr, NYC; Instrctr Grad Progs, Resrch & Writer, Field Inst, Columb Univ; Lectr, Queens Coll Educ Dept. PUBL: Auth of num arts for profnl jrnls, Co-supervsr of production of films & tapes on indiv instrctn.

W

Wagner, Guy BA, MA, PhD

Head Dept Tchng, Univ No Ia; Prof Educ, Univ for GI's, Shrivenham, Eng. EXPR: Supt of Schls, Ia; Elem & Jr H Supervsr, Ia; Princpl Lab Schl, Oswego St Coll. PUBL: Sr Auth of ten profnl bks & over 272 arts for profnl jrnls; Columnist for Educ.

Wakefield, Mary W. BS, MA, EdD

Dir Rdng Centr, Sam Houston St Univ. EXPR: Tchr Grs 2-4, Tex; Head Prim Schl Grs 1-5, Ariz; Clin, Ariz St Univ; Assoc Prof, Coll Level, Tex. PUBL: Co-auth of Lrng Modules for Lang Handicap Ch & arts for var jrnls.

Walcutt, Charles C.

Memb of Staff, Queens Coll, CUNY at time of publ, 1967.

Walter, Richard W.

Memb of Staff of Univ of Toronto at time of publ, 1962.

Wanat, Stanley F. BA Engl Lit, MA, PhD

Dir Resrch IRA, Newark, Del. EXPR: Asst Prof Educ (Sum), Harvard Univ Grad Schl Educ; Asst Prof Lings, Stanford Univ Committee on Lings; Natnl Inst Heal, Postdoct Fel Psy, Stanford Univ; Reviewer-Eval, Lit Search in Rdng, USOE. PUBL: Co-ed of Urban Educ: Before the Fall & auth of arts for profnl educ.

Ward, Byron J. BS Bus Adm, MEd, PhD Rdng

Chf of Serv, Syracuse St Schl, NY. EXPR: Bus Tchr, Ia; Couns, Sr H Schl, Nebr; Dir Guid, Ia; Sr Clin Psy (Part Time) St of NY, Dept Mentl Hyg; Clin, Syracuse Univ Rdng Clin, Staff Psy NDEA Rdng Inst; Assoc Clin Psy, St NY Dept of Mentl Hyg; Dir Rdng, W Genesee Centrl Schls; Co-dir Rdng Clin (Sum), Syracuse Univ; Princpl Psy. PUBL: Auth of arts for profnl jrnls incl arts for The Rdng Tchr.

Wardeburgh, Helen L. BA, MA, PhD

Chrmn Dept Educ, Cornell Univ. EXPR: Tchr Grs 3-4, Tchr-Supervsr, Sixth Grade Supervsr, Minn; Grad Asst, Univ Minn; Instrctr Elem Educ, San Diego St Coll (Sum); Asst Prof Elem Educ, Supervsr Student Tchng, Cortland St Tchrs Coll; Prof Educ, Cornell Univ. PUBL: Auth of The Tchng of Rdng & other monogrs; Co-auth of Eval Elem Schl Pupils & auth of many educ arts.

Wardhaugh, Ronald PhD

Prof Lings, Univ Mich. PUBL: Auth of Introduction to Lings & Rdng: A Linguist's Perspective in add to arts on profnl educ.

Warner, Delores

Asst Prof Dept Educ, Univ Calif, Los Angeles at time of publ, 1969.

Wattenburg, William W. BS, MA, PhD

Act Chrmn Educ Psy. EXPR: Univ Tchng at Univs of Ore, Hawaii, Stanford, Chicago Tchrs Coll & Northwestern Univ; Assoc Supt Div of Ch Accounting & Adjustment. PUBL: Auth of The Adolst Yrs, ed of two bks & auth of 50 arts for var jrnls.

Waugh, Ruth BS, MS, PhD

Asst Prof Dept Spec Educ, Coll Educ Univ Ore. EXPR: Elem Tchr, Idaho, Ore; Lrng Disabls Tchr, Ore; Instrctr Spec Educ, Univ Ore; Coord, DeBusk Centr, Ore; Asst Prof Spec Educ, Univ Ore. PUBL: Contrbu of arts on rdng to Elem Schl Jrn, Educ, & Jrn Lrng Disabls.

Weaver, Wendell, W. PhD

(Dec) Former Memb of Staff, Schl Educ, Univ Ga.

Webster, Staten W. AB Journalism, MA Sec Educ, PhD

Prof Dept Educ, Univ Calif, Berkeley. EXPR: Sec Tchr Soc Stus, Calif; Supervsr Tchr Educ, Univ Calif, Berkeley; Assoc Resrch Dir, St Resrch Proj Calif Commission on Pub Schl Adm, Burlingame; Lectr Educ, Assoc Prof Educ, Univ Calif, Berkeley. PUBL: Auth of Discipline in the Clsrm; Ed of The Disadv Lnr; Knowing, Understanding, Educating & auth of arts & monogrs.

Weener, Paul D. BA, MA, PhD

Assoc Prof Dept Educ Psy, Pa St Univ. EXPR: Jr H Schl Math Tchr; Resrch Asst, Ypsilanti Pub Schls, Centr for Resrch on Lang & Lang Beh, Univ Mich; Asst Prof, Pa St Univ. PUBL: Auth & Dir of Resrch reported for var jrnls as well as arts on profnl educ.

Weinstein, Eugene A. BA, MA, PhD

Chrmn Grad Studs Div, SUNY, Stony Brook, Prof Sociol. EXPR: Resrch Asst, Northwestern Univ; Soc Sci Resrch Counc Resrch Trng Fel; Russell Sage Found Postdoct Resident; Stud Dir, Fla Adoption Study; Assoc Prof, Prof Sociol, Dept Dir of Grad Studs, Vanderbilt Univ. PUBL: Asst Ed, Sociometry, Ed Consult, Ch Devlmt; GRE Committee for Exam in Sociol; Auth of The Self Image of the Foster Ch in add to other bks & arts.

Weinstein, Rhona

Memb of Staff of Yale Univ at time of publ, 1971.

Weintraub, Samuel BA, BS, MED, EdD

Assoc Prof Schl Educ, Ind Univ. EXPR: Tchr in var pub & priv schls; Supervsr of Student Tchrs, Univ Ill; Vis Lectr, Univ Albrta (Sum); Asst Prof, Western Reserve Univ; Resrch Assoc, Univ Chicago; Asst Prof Dept Educ, Univ Chicago; PUBL: Contrbu of profnl educ arts to var jrnls; Co-ed Rdng Resrch Quart, Ed Advs Bd of The Rdng Tchr.

Weiss, Debrah

Advncd Doct Student, Univ Chicago at time of publ, 1967.

Wepman, Joseph M. AB, PhM, PhD

Prof Educ Dir Early Educ Resrch Centr; Dir Spch & Lang Clin & Resrch Lab, Univ Chicago. EXPR: Clin Instrctr Otolaryngology, Lectr Psy, Asst Prof, Assoc Prof, Univ Chicago. PUBL: Auth of approx 80 papers & reports of resrch in add to bks on tchnng; Developer of batteries of tests such as The Auditory Discrimination Test.

West, Jeff E. BS, MA, DED

Dist Supervsr, N Centrl Dist, Miami, Fla. EXPR: Cur Dir, Dade Co Pub Schls; Asst Supt for Instrctn; Univ Instrctr (Part-time) Univ Miami, Tchrs Coll Columb Univ, Dalhousie Univ. PUBL: Assoc auth of three bks gen educ & the gifted ch in add to arts for var jrnls.

Wheelock, Warren H. BA, MS, EdD

Assoc Prof Educ, Dir Rdng Clin, Univ of Mo, Kans City. EXPR: Tchr of Common Branches NYC Pub Schls; Tchr-Therapist, League for Emot Distrb Ch, Schl Psy, Ariz; Grad Asst Tchr, Ariz St Univ, Instrctr, Asst Prof, Dir Rdng Clin; Vis Lectr, Dir Rdng Progr, Mid Continent Regnl Educ Lab, Mo. PUBL: Auth of arts for profnl jrnls; Co-auth of two pamphlets on disadv ch & new tchrs; Co-auth of H Intrst-Low Low Vocab Series for Jr & Sr H Students.

Whipple, Clifford I. BA, MA, PhD

Assoc Prof, Chrmn Dept Psy, SW Mo St Coll. EXPR: Resrch Asst, Univ Ky; Dir Hearing & Spch Centr, Ky Soc for Crippd Ch; Assoc Prof, Ky So Coll; Consult, Div Schl Heal, St of Ky. PUBL: Contrbu to var jrnls.

Whipple, Gertrude

Memb of Lang Educ Dept of Pub Schls of Detroit, Mich at time of publ, 1960.

White, James D.

Spch Supervsr, Pub Schls Farmingdale, NY at time of publ, 1960.

White, Kathleen M

Memb of Staff of Dept Psy, Boston Univ at time of publ, 1971.

White, William F. PhD Educ Psy

Prof Educ Psy, Univ Ga. EXPR: Asst Prof (Sum) Calif St. Coll; Prof Dept Educ Psy, Univ Ga; Grad Fac, Assoc Prof. PUBL: Auth of sev bks & monogrs incl Psychological Princpls Applied to Clsrm Tchnq & many reports for profnl jrnls.

Wiener, Gerald BA, MA, PhD

Assoc Prof Schl Hyg & Pub Heal, Johns Hopkins Univ.

EXPR: Intern, Conn St Hosp; Clin Psych't, Seton Psychtr Inst;
Chf Psych't, Rosewood St Trng Schl, Md. PUBL: Auth of arts on
exprmtl & devlmtl psy for var jrnls.

Wildebush, Sarah W.

Memb of Staff Coll Educ Lang Arts Div, Fairleigh
Dickinson Univ. PUBL: Contrbu to var educ jrnls.

Williams, David L. BS, MEd, EdD

Assoc Prof Educ Dept Early Chhd-Elem Educ, Univ Md.

EXPR: Vis Instrctr, Millikin Univ; Asst Educ, Univ Ill; Asst
Prof Educ, Univ of Md. PUBL: Co-auth of Current Resrch in Elem
Schl Sci & Auth of var profnl educ arts.

Williams, Maurice BA, MA, PhD

Assoc Prof Dir Rdng Progr, Univ of Akron. EXPR: Elem
Schl Princpl, Tchng Princpl; Sec Schl Supt; Assoc Prof, Kent
St Univ; Dir Instrctn, Asst Supt, Kent City Schls, Ohio.
PUBL: Auth of Diagnosis & Cor of Rdng Probs, Lrng Sci Through
Testing, Grs 3-6 in add to var arts on educ.

Willerman, Lee BA, MA, PhD

Resrch Psych't, Natnl Inst Heal, Bethesda, Md. EXPR:
Resrch Asst, Psy Intern, Laf Clin, Detroit; Tchng Asst Wayne
St Univ. PUBL: Auth of arts on devlmtl psy & brain-beh rela-
tionships for profnl jrnls.

Willmon, Betty

Memb of Staff Coll Educ, Fla St Univ. PUBL: Contrbu
to profnl jrnls.

Wilson, Louis Ada

Assoc Prof Educ, Wisc St Coll at time of publ, 1963.

Wilson, Richard C.

Asst Prof Elem Educ, Fla St Univ at time of publ, 1968.

Wilson, Robert M. BS, MS, EdD

Prof Educ, Dir Rdng Centr Univ Md. EXPR: Elem Tchr;
Prof Educ, Dir Rdng Clin, Edinboro St Coll, Pa. PUBL: Auth of
Diagnost & Remed Rdng; Co-auth of many other bks in add to arts
for var jrnls.

Wilt, Miriam PhD

Prof Early Chhd Educ & Elem Educ, Temple Univ. EXPR:
Elem Tchr in Lab Schls. PUBL: Auth of Creat in Elem Schl,
Resrch on Listening & arts on lang arts for profnl educ jrnls.

Winitz, Harris BA, MA, PhD

Prof Univ Mo, Kans City. EXPR: Resrch Assoc, Univ Kans; Asst Prof, Case Western Reserve Univ. PUBL: Auth of Articulation & Beh in add to profnl educ arts.

Winkley, Carol L. BS, MED, PhD

Prof Educ, No Ill Univ. EXPR: Tchr of all levels Elem Schls, Ill; Rdng Consult, Aurora Pub Schls, Rdng Imprvm Sum Schl Dir; Rdng Instrctr, Aurora Coll; Asst Prof, Assoc Prof, No Ill Univ. PUBL: Auth of arts for profnl jrnls such as The Rdng Tchr, IRA & Academic Therapy.

Winston, Gertrude C.

Suprvsr Elem Educ, Fairfax Co, Va at time of publ, 1963.

Winter, Clotilda BS, MED, EdD

Prof Educ, Tex Christian Univ. EXPR: Elem Schl Tchr, Tex; Tchr Univ Lab Schl, Univ Tex; Head Tchr Prim Schl, Tex; Vis Prof, Univ Tex, Austin. PUBL: Auth of reports of resrch & arts for profnl jrnls incl "Resrch in the Lang Arts," Elem Enql.

Wittick, Mildred L. BS, MA, PhD

Prof Educ, Paterson St Coll. EXPR: Elem Tchr, Kans Co Mo Pub Schls; Critic & Demstr Tchr, Tchrs Coll of Kans City; Lab Sch Tchr, Univ Mo, Univ Chicago; Rdng Consult Ed for Scott, Foresman & Co; Asst Prof Grad Schl Educ, Univ Chicago; Prof Enql, Paterson St Coll. PUBL: Auth of over 40 arts for var profnl jrnls & the bk, Hello--Alas.

Witty, Paul A. BA, MA, PhD

Prof Educ & Dir Psycho-Educ Clin, Northwestern Univ. EXPR: Schl Psych't Scarborough Schl, NY; Prof Educ & Dir Psycho-Educ, Univ Kans. PUBL: Sr Auth of The Tchng of Rdng: A Devlmlt Process in add to reports of resrch & arts on genetic stud of except ch, causes of rdng probs & effects of TV & other mass media communic on ch & youth.

Wolfe, Willavene BS, MA, PhD

Assoc Prof & Resrch Assoc Psy Dept & Bur Educ Resrch & Serv, Ohio St Univ. EXPR: Enql Tchr, Ohio; Grad Asst, St Univ Ia; Enql Tchr, Univ H Schl, Ia; Resrch Asst, St Univ Ia; Head Plan Off, Ohio St Univ. PUBL: Auth of arts on ch & educ psy for var profnl educ jrnls.

Wolfe, Josephine B. BA, EdM

Memb of Staff, Grad Schl Univ of Scranton, Consult Educ Resrch Counc Am. EXPR: Tchr, Pub Schls, Pa; Asst Princpl, Princpl, Pa; Suprvsr; Dir Rdng Clin Lab Schl, Temple Univ;

Rdng Consult, Jr H Schl, Pa & Dir City-Wide Rdng Clin, Mass;
Asst Managing Ed, Am Educ Press; Supervsr Elem Educ, Pa,
Gary, Ind; Proj Dir & Head of Higher Educ in Rdng, Dept Pub
Instrctn, Pa. PUBL: Co-auth of Engl Your Lang, A Dict of Basic
Wds & contrbu of num arts in fields of Engl and rdng.

Wolff, Joseph L.

Memb of Staff, Inst Educ Resrch, Ind Univ at time of
publ, 1967.

Wolfram, Walter A. BA, MA, PhD

Resrch Assoc Sociolinguistics Progr, Centr for Applied
Ling, Wash, DC. EXPR: Vis Lectr, Trinity Coll; Spec Lectr in
Sociolinguistics, Georgetown Univ; Assoc Prof Communc Sci,
Fed City Coll. PUBL: Auth of A Sociolinguistic Description of
Detroit Negro Spch & many other publs.

Wolfson, Bernice J. BA Engl, MA, PhD

Prof Dept Educ Psy, Univ Wisc, Milwaukee. EXPR: Tchr
H Schl Soc Stus & Engl, NYC; Instrctr in Dance, Morningside
Coll, No Ill Univ; Elem Tchr Grs 3-4, Conn; Asst Prof, Assoc
Prof, Dir Univ Wisc's Twelfth Street Proj; Dir, Inst in Educ,
Univ of Wisc. PUBL: Co-auth of Early Chhd Educ Today, Indiv
Instrctn in add to resrch monogrs & arts for var jrnls.

Wolman, Richard N. PhD

Asst Prof Psychtr, Harvard Med Schl, Chf Psy, Cambrg
Hosp, Mass. EXPR: Asst Prof Psychtr, Univ Wisc Med Schl,
Madison. PUBL: Auth of arts for profnl jrnls in areas of ch's
cogn & affective devlmt.

Wolpert, Edward M. EdD

Asst Prof Elem Educ, Ball St Univ. EXPR: Clsrm Tchr
Gr 4-7, NYC; Instrctr, Univ Kans. PUBL: Auth of "Modality &
Rdng: A Perspective," The Rdng Tchr.

• Woodbury, Charles A. BS, EdM, EdD

Educ Rdng Texts, Ginn & Co, Boston. EXPR: Instrctr,
Tchnng Fel, Boston Univ; Assoc Prof Educ & Psy, Fla So Coll;
Resrch Assoc, Harvard Univ. PUBL: Contrbu of arts on rdng,
educ psy, & elem educ.

Worley, Stinson E. AB, MA, EdM

Prof Educ, SW Tex St Univ. EXPR: Tchr Elem Schls,
Tex; Elem Educ Consult, Elem Cur Coord, Tex; Instrctr, No Tex
St Univ; Prof, Univ of Nev. PUBL: Auth of reports of resrch
& educ arts for var profnl jrnls.

Wozencraft, Marian PhD

Prof Educ, NY St Univ Coll of Arts & Sci, Genesco, NY.
PUBL: Contrbu of arts on educ to Elem Engrl, Jrnl of Rdng,
Arith Tchr, Jrnl Educ Resrch, & other publs.

(Sundbye)Wyatt, Nita BS, MS, EdD

Prof Educ, Univ Kans. EXPR: Elem Gr Tchr; Remed Rdng
Tchr, Kans; Asst Prof Educ, Centr Mo St Coll; Asst Prof,
Assoc Prof, Prof Educ, Univ Kans; Asso Prof Educ, Univ Hawaii
(Sum). PUBL: Co-auth of Basic Composition Series II, Writ
Skills Lab, SRA; Tchrs Guide for Level 5 Rdng 360, The Kaleido-
scope Readers in add to many other bks & arts on educ.

Y

Young, Doris

Located in Laf, Inc at time of publ, 1966.

Youniss, James BA, MA, PhD

Memb of Staff of Cath Univ of Am as Prof Psy. EXPR:
Resrch Assoc in Psy, Centr for Resrch on Thnkg & Lang, Cath
Univ; Assoc Prof Psy; Princpl Invstgtr NIMH & USOE Grants.
PUBL: Auth of over 30 reports of resrch in var psy jrnls.

Z

Zabawski, Irene BA, MA, Profnl Dipl

Tchr of Fifth Grade, Northport, NY. EXPR: Tchr Grs
K-8, Rural Schls, NY; Tchr Grs 4-6, NY. PUBL: Auth of Tchr's
Manl for Regions & Their Needs, Silver Burdett in add to arts
for The Rdng Tchr, Grade Tchr, & Educ & Technology.

• Zeman, Samuel S. BA, MA, EdD

Prof Rdng, Dir Rdng Centr, Shippensburg St Coll, Ed of
Rdng World. EXPR: Sixth Grade Tchr, NJ; Resrch Asst & Tchr,
Lehigh Univ; Supervisory Duties & Tchr Grs 1-3 ITA Progrs.
PUBL: Auth of a booklet on tchnng approaches in add to reports
of resrch & arts for var jrnls.

Zeitz, Sister M. Bernetta, OP. AB, MA, (Hon) LLD.

Prof Educ, Chrmm Dept Aquinas Coll, Dir Rdng Centr.
EXPR: Elem Tchr, Wisc, Mich; Elem Tchng Princpl, Mich; Supervsr
Elem Grs, Mich, N Mex; Consult, Certified Psy. PUB: Co-auth
of Cur Studs, Macmillan; Contemporary Guides in Tchng Mathematics
Grs 1-8 & many other publs.

Zigler, Edward BA, PhD

Dir, Off Ch Devlmt & Chf Ch's Bur, Dept HEW, Prof Psy & Ch Stud Centr, Yale Univ (leave-of-absence). EXPR: Staff Psy, Tex Ch Guid Clin; Psy Intern, Worcester St Hosp, Mass; Asst Prof Psy, Univ Mo; Asst Prof & Assoc Prof Psy, Yale. PUBL: Auth of approx 52 critiques, revs, & theoretical papers on ch devlmt; Auth or co-auth of approx 75 reports of resrch on ch devlmt.

Ziller, Robert C. BA Math, MA, PhD

Prof Dept of Psy & Urban Studs Centr, Univ of Fla. EXPR: Tchr of Math, Ore; Resrch Psy, Bur Psy Servs, Exam & Eval, Div Air Force Personl & Trng Resrch Centr, Tex; Asst Resrch Prof, Assoc Prof, Assoc Resrch Prof, Centr for Resrch on Soc Beh & Devlmtl Psy, Univ Del; Prof Dept Psy, Chrmn Soc Personlty-Devlmt; Resrch Assoc, Univ Ore. PUBL: Ed/Ed Consult, Jrnl Personlty & Soc Psy, Sociometry, & auth/co-auth of 52 reports of resrch & arts for var jrnl.

Zintz, Miles V. BA, MA, PhD

Prof Elem Educ, The Univ of N Mex. EXPR: Elem Sch Tchr; Instrctr in tchng, Asst Prof, Assoc Prof Educ, Ia St Tchrs Coll, Dir Educ Clin; Consult US AID in Costa Rica & Quito, Ecuador Prim Schl Textbk Progr.

Zirbes, Laura

Prof Emeritus Educ, Ohio St Univ. PUBL: Auth of Spurs to Creat Rdng in add to var other publs.

BIOGRAPHICAL SKETCH OF THE AUTHOR

Mabel Young Laughter

Date of Birth: January 22, 1941
Parents: Herman and Cora Hill Young
Marital Status: Married, Husband--Joseph A. Laughter
Children: Tara 8, Alex 6

Professional Preparation

Flat Rock High School--1955-1959 Grades 8-12, 1959 College Prep
Western Carolina University--1959-1963, 1963 BS in Education
Western Carolina University, 1967-1970, part-time, 1970 MA
in Education
University of Mississippi--1970-1972, 1972 EdD Elementary Education

Honors

N.C. Teacher's Scholarship, Who's Who in American Colleges and Universities, Alpha Phi Sigma, Freshman Girls' Counselor, Phi Kappa Phi, Kappa Delta Pi, Teaching Assistant

Major Interests

Reading in the primary and elementary grades, teacher preparation in reading instruction; individualized learning in teacher-preparation courses

Experience

Teacher, J. Y. Joyner School, Raleigh, N. C. Grade 5, Superior Children, January, 1963-June, 1963.

Teacher, Lewisville School, Winston Salem, N. C., Grade 2, 1964-1965

Social Worker Forsyth County Welfare Department, Winston Salem, N. C., Aid to Dependent Children, 1965

Teacher, Balfour School, Balfour, N. C., 1966-1970, Grades 1, Combination 1-2, Summer preschool program

Career

Present Position--Assistant Professor of Elementary Education,
University of Southwestern Louisiana, Lafayette, Louisiana

Career Objectives

To pursue individualized instruction on the university level as
a professor of reading instruction or director of a reading
center; publication of study aids for students of reading
instruction.

Professional Affiliations

International Reading Association
Phi Kappa Phi
Kappa Delta Pi